



LEARNING TO READ

A GUIDE to Federal Funding for Grade-Level Reading Proficiency





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FOREWORD

Reading proficiency in the early grades lays an essential foundation for acquiring the knowledge and skills required to succeed in school and the workplace. Growing awareness of the high numbers and increasing costs of youth who drop out of school and reach adulthood without fundamental literacy skills has produced a “commonsense consensus” about the need to strengthen basic reading skills before students complete third grade.

At the end of the first decade of the 21st century, 16 percent of young Americans between the ages of 16 and 24 have dropped out of high school without earning a diploma.¹ Nearly 75 percent of young Americans ages 17 to 24 cannot join the military—many because they are poorly educated and cannot pass the basic skills entrance exam.² Employers across the nation, both large and small, struggle to find enough educated and competent workers for jobs that require strong basic literacy skills and some technical training. Institutions of higher education spend significant time and resources on remedial coursework for students who arrive without the literacy levels necessary to succeed in postsecondary programs.

What is abundantly clear is that addressing these problems must begin early in life, before children start school and during the early grades. If children reach fourth grade without learning to read proficiently, many will be on the track to dropping out before they graduate from high school. Youth who read below grade level and drop out of school are more likely than their peers to be involved in juvenile and adult justice systems and to receive public assistance.³

Yet, as state and local leaders seek effective strategies to advance their goals for improving grade-level reading proficiency, they will find the current policy and funding environment challenging. Deficit reduction is a predominant theme in discussions of funding priorities, and public budgets at all levels of government are increasingly strained. With federal stimulus money being phased out and state tax receipts just beginning to recover from the steep economic downturn, governors, mayors and legislatures will have little choice but to make painful cuts to balance their budgets. Governors in 13 of the 28 states projected to have budget shortfalls are calling for cuts in education spending.⁴ As a result, proponents of investments in grade-level reading proficiency are under pressure to find funding for new school and community initiatives that can be covered outside their existing revenue bases.

They are looking for ways to make better use of resources they already are spending, maximize their draw on federal funding sources that are relevant to their goals and priorities, and make the case for high-quality early education and literacy as an investment that is essential to their state’s long-term economic health. As more and more state and local programs are vulnerable to budget reductions or outright cuts, federal funding available through a wide array of programs may offer a sound basis for preserving and increasing essential human capacity-building investments in grade-level reading proficiency.

¹ Center for Labor Market Studies, *Left Behind in America: The Nation’s Dropout Crisis* (Boston, MA: Northeastern University, and Chicago, IL: Chicago Alternative Schools Network, April 2009), 2, www.clms.neu.edu/publication/documents/CLMS_2009_Dropout_Report.pdf.

² Mission: Readiness, Military Leaders for Kids, *Ready, Willing and Unable to Serve* (Washington, DC: Mission: Readiness, November 2009), 1, <http://cdn.missionreadiness.org/NATEE1109.pdf>.

³ C. E. Snow and G. Biancarosa, *Adolescent Literacy and the Achievement Gap: What Do We Know and Where Do We Go from Here?* (New York: Carnegie Corporation, 2003).

⁴ Data from the National Governors Association and the Center for Budget and Policy Priorities, reported in M.A. Fletcher, “Governors facing tough budget decisions,” in *Washington Post*, February 8, 2011.



Effectively tapping federal funding sources and knowing how to make the best use of these resources requires knowledge of what programs exist, who is eligible to receive funds, how funds can be used, and how easily funds can be coordinated or combined with other public and private sources of revenue. Yet, in the mid-term elections of 2010, an unusually large number of states chose new governors, who have brought with them new staff. Many of these state leaders are committed to promoting school readiness and early school success, but they may also be unfamiliar with the avenues for successfully framing and funding grade-level reading initiatives.

Additionally, most states have formed early learning advisory councils, broad-based, interdisciplinary groups that craft strategic plans for addressing reading goals and priorities within their state and communities. Identifying relevant federal funding sources and understanding how to use them to fund key priorities, leverage additional funding, and fill critical budget gaps will be a high priority for those committed to boosting early literacy.

Against this backdrop, the Annie E. Casey Foundation invited The Finance Project to develop an accessible, comprehensive guide to federal funding that can support programs to promote grade-level reading proficiency. *LEARNING TO READ: A Guide to Federal Funding for Grade-Level Reading Proficiency* provides information on 103 federal sources across seven cabinet-level departments and three independent agencies that can help fund investments in early literacy programs and infrastructure.

These funding sources can be used to address the root causes of children failing to learn to read, such as limited access to high-quality early care and education, undetected and untreated developmental delays, and few after-school and summer enrichment programs. They can be used to help fund remediation strategies, such as reversing summer learning loss, that affect third-grade reading competency. They can also be used to build the cohesive infrastructure and systems necessary to effectively train and guide professionals, provide outreach to vulnerable students, and track performance over time.

This guide is intended to help state and local officials, leaders of community-based and national organizations, school leaders, and private investors identify, access, and make the best use of available federal funding to meet their policy and program goals. Funding alone cannot make children proficient readers by the end of third grade. Yet it is a necessary resource, along with vision, leadership, and strong public will. We hope this guide to federal funding sources will make the task of finding funding a bit more manageable for many committed state and local leaders across the nation.

Cheryl D. Hayes
President and CEO
The Finance Project

Ralph R. Smith
Executive Vice President
Annie E. Casey Foundation



The ability to read well is key to every child's success in life, without a doubt. We must recommit ourselves to ensure that every child reads on grade level by the end of third grade and that it is maintained throughout a student's school experience. The time is now to turn our outrage over reading failure into better outcomes for children.

—Ivy Allen, *President, Foundation for the Mid South*

INTRODUCTION

Reading at grade level by the end of third grade is a critical predictor of later academic success.⁵ The ability to read is fundamental. It is an essential foundation for social and economic advancement as the United States and world economies become more technologically demanding and competitive. Failure to read at grade level by the end of third grade is a strong predictor of students being retained in grade and dropping out of school before high school graduation. It is also a strong predictor of involvement in juvenile and adult justice systems and receipt of public assistance.⁶

Parents, teachers, researchers, and other professionals who serve children and families understand that learning does not start when children enter school. It begins at birth and continues throughout life. Learning happens at home, in school, and after the school day and school year end. Policymakers recognize that a continuous and intentional approach to building the skills necessary for success both before and after entry into kindergarten is essential.⁷

Most experts believe it is important to adopt a comprehensive approach to grade-level reading (GLR) proficiency by strengthening academic programs and resources in schools as well as parents' and communities' capacity to help children start school ready to learn, make a successful transition to school, and develop critical literacy knowledge and skills. Consequently, GLR proficiency is a high priority for federal, state, and local policymakers, business leaders, school officials, and advocates. It also is a major benchmark for assessing the effectiveness of schools and school reforms.

In the current economic climate, state and local leaders want to invest in programs and system-building initiatives that have a strong evidence base and can be successfully implemented and sustained over time. Finding new ways to fund effective programs and activities, as well as new revenue sources to ensure a diversified funding base to support state and local goals, are increasingly imperative given the strain on state and local budgets. Governors, mayors, legislators, school district superintendents,

Highlights

- Campaign for Grade-Level Reading
- Why a Federal Funding Guide
- Overview of the Guide
- Goals Framework
- Organization of the Guide

⁵ National Research Council, Committee on the Prevention of Reading Difficulties in Young Children, *Preventing Reading Difficulties in Young Children*, ed. Catherine E. Snow, Susan Burns, and Peg Griffin (Washington, DC: National Academy Press, 1998).

⁶ Snow and Biancarosa.

⁷ Gregory Taylor, Sharon Lynn Kagan, Jodi Enda, Sandy Miller, Joni T. Close, Janice M. Gruendel, Mark K. McQuillan, Kristie Kauerz, and Mimi Howard, "Linking Ready Kids to Ready Schools: A Report on Policy Insights from the Governors' Forum Series" (paper prepared for the W. K. Kellogg Foundation and the Education Commission of the States, 2009).

We have to say out loud that we need a more integrated system, and work to make it happen at the state and federal level by investing in advocacy, sound data gathering, and the capacity to use these funds in smarter, more cost-effective ways on the ground.

—Ralph R. Smith, *Executive Vice President, Annie E. Casey Foundation*

parents, and community leaders will need to work together to frame a clear and compelling agenda for promoting grade-level reading proficiency and a sound strategic approach to maximizing public and private funding.

Campaign for Grade-Level Reading

In 2010, the Annie E. Casey Foundation (AECF) launched a major new initiative to provide leadership for promoting grade-level reading proficiency for children from birth through age eight.⁸ The **Campaign for Grade-Level Reading** is aimed at closing the achievement gap between poor and minority students and their peers by ensuring young children:

- are ready for school cognitively, socially, emotionally, and physically;
- are present and attending quality early learning and primary school programs; and
- have high-quality learning opportunities in school and outside school in the early grades and beyond.

The Campaign for Grade-Level Reading is an ambitious, multifaceted effort to make grade-level reading proficiency an explicit priority for policy, program development, and systems reform at all levels of government and across the

domains of education, social services, community building, and economic development. As a first step, AECF released the 2010 KIDSCOUNT Special Report *Early Warning! Why Reading by the End of Third Grade Matters*.⁹ The report offers four recommendations to promote grade-level reading proficiency by the end of third grade.

Recommendation 1: Develop a coherent system of early care and education that aligns, integrates, and coordinates what happens from birth through third grade so children are ready to take on the learning tasks associated with fourth grade and beyond.

Recommendation 2: Encourage and enable parents, families, and caregivers to play their indispensable roles as co-producers of good outcomes for their children.

Recommendation 3: Prioritize, support, and invest in results-driven initiatives to transform low-performing schools into high-quality teaching and learning environments in which all children, including those from low-income families and high-poverty neighborhoods, are present, engaged, and educated to high standards.

Recommendation 4: Find, develop, and deploy practical and scalable solutions to two of the most significant contributors to the underachievement of children from low-income families—chronic absence from school and summer learning loss.

During the next 10 years, the Campaign for Grade-Level Reading is joining with more than 50 philanthropic partners, as well as school district leaders, community-based stakeholders, and federal, state, and local policymakers, to address key goals related to these recommendations. The mission is to raise awareness and build public will to mobilize policy reform to ensure effective approaches to grade-level reading are scaled up and sustained in schools and communities nationwide. Strategies supported by the campaign's Support Center, including national meetings, monthly webinars, and other communication strategies, aim to stimulate philanthropic investments in these efforts.¹⁰ AECF also is investing in selected states to test policies and practices to promote grade-level reading at the state and local levels (see Leaders in Georgia Make Grade-Level Reading Proficiency a Priority on page 7).

⁸ "A Leadership Opportunity: Promoting Grade-level Reading Proficiency" (PowerPoint presentation to the Emerging Issues Committee, Annie E. Casey Board of Trustees, March 11, 2009).

⁹ Annie E. Casey Foundation, *2010 KIDSCOUNT Special Report: Early Warning! Why Reading by the End of Third Grade Matters* (Baltimore, MD: Annie E. Casey Foundation, 2010), http://www.aecf.org/-/media/Pubs/Initiatives/KIDS%20COUNT/123/2010KCSpecReport/AEC_report_color_highres.pdf.

¹⁰ Annie E. Casey Foundation.

Leaders in Georgia Make Grade-Level Reading Proficiency a Priority

In Georgia, the commissioner of human services has committed to working with state and local leaders and the Annie E. Casey Foundation “to bring systems together to ensure that all children can read on grade level by the end of third grade.”* The Georgia Family Connection Partnership, a nonprofit public-private coalition, is coordinating activities across the state to implement literacy initiatives in schools and communities. In Atlanta, the Early Learning and Literacy Center at Dunbar Elementary School serves children from birth through grade three and their parents in a two-generational program to develop reading skills. In turn, Dunbar Elementary School will serve as a model for the Atlanta Public Schools to design strategies to more closely align curriculum and teaching practices to encourage reading proficiency from prekindergarten through the third grade.** For more information, visit <http://www.gafcp.org/>.

Notes:

* Georgia Family Connection Partnership, “Georgia Makes Reading by the End of Third Grade a Priority,” <http://www.gafcp.org/index.php/read/> [accessed February 2, 2011].

**Georgia Family Connection Partnership, Great Expectations: Every Child Will Read At or Above Grade Level in Georgia—A Special Report from the Family Connection Partnership (Atlanta, GA: Georgia Family Connection Partnership, 2010), http://www.gafcp.org/sys_gafcp/publications/GreatExpectations.pdf.

It is vitally important that policymakers and program leaders have information and resources they need to build systems and design initiatives that help all children read at grade level by third grade. This guide is a valuable tool to help state and local leaders as they seek to scale up and sustain effective programs and best practices.

—Clifford M. Johnson, *Executive Director, Institute for Youth, Education and Families, National League of Cities*

Why a Federal Funding Guide

Programs and systems reform to promote grade-level reading are as varied as the states, school districts, and communities in which they are found. Some programs focus on a particular activity, such as developing vocabulary or reducing chronic absenteeism, while others connect multiple service providers to offer comprehensive and aligned services for children from birth through age eight and their families. Some programs are large, multisite initiatives affiliated with national and regional organizations, while others are small operations run out of libraries, church basements, community centers, or other donated community space.

Regardless of size, focus, or location, state and local policymakers and program leaders face significant challenges in their efforts to mobilize sufficient funding to launch and continue promising, innovative programs and systems change, particularly in the current budget environment. To secure the futures of promising programs, policymakers and leaders need tools and knowledge to make efficient and effective use of resources they are already spending and to find additional funding for

improvement and expansion. Most experienced leaders recognize that creating and sustaining promising programs take vision, leadership, community support, and adequate financial resources. Finding funding requires knowing where to look, how to develop successful proposals, and how to blend and braid support from multiple public and private sources.

Federal funding is one of the important sources of support for GLR programs. It is available through different programs managed by agencies across the federal government. Although federal funding is only one piece of the resource puzzle, it accounts for the largest share of public support for early childhood programs. Federal programs also provide a smaller, but still significant, share of support for school-age children in school and community programs.

Funding to states, localities, school districts, and community-based organizations for programs and services that can support grade-level reading proficiency is available through many programs administered by the U.S. Departments of Education, Health and Human Services, and Agriculture; four other cabinet-level departments; and three independent agencies. However, to maximize federal revenue for their programs, state and

local leaders need to be able to quickly and efficiently identify which programs are most relevant to their particular policy and program goals, understand how available funds can be used to best advantage, and recognize how funds can be tapped. Too often public and private-sector leaders fail to make the most of federal funding opportunities, either because they do not know how to access and use these funding sources, or they lack information on key strategies for maximizing revenues from these sources and making the best use of all available public and private-sector funding.¹¹

This federal funding guide seeks to simplify the search process by providing practical information on federal programs that can help promote grade-level reading goals. It can also help GLR leaders understand how federal funding sources can be used to:

- **blend and braid resources** from different programs to provide comprehensive supports and services;
- **reduce duplication, overlap, and inefficiency** by efficiently using the dollars already in the system; and
- **maximize revenue** by leveraging federal resources with other public and private-sector funds.

¹¹ See Carol Cohen, Margaret Flynn, and Hansine Fisher, *Federal Funding for Early Childhood Supports and Services: A Guide to Sources and Strategies* (Washington, DC: The Finance Project, 2000), <http://76.12.61.196/publications/fedfund.pdf>.

Overview of the Guide

The audience for this guide is state, local, and program leaders who want to learn more about federal funding sources that can support early literacy programs and systems reform. Funding available through federal programs can help address the underlying causes of children failing to learn to read by the end of third grade, such as limited access to quality early care and education. It can support remediation strategies, such as reversing summer learning loss, that affect early literacy. It can also support investments in systems and organizational capacity building in states and communities that are necessary to strengthen, coordinate, and expand proven approaches.

The guide profiles 103 federal programs that can help promote grade-level reading proficiency directly or indirectly (see About the Federal Funding Programs Featured in the Guide on page 13). It is structured to help state and local leaders quickly and easily grasp the:

- specific program goals each funding stream can support;
- organizations, programs, and service providers eligible to apply for funds;
- children and families who qualify for program support;
- application requirements;
- average grant and contract amounts;
- basis for allocating funds; and
- administrative and reporting requirements.

Many governors, mayors, state advisory councils, and other community-based collaborative groups are developing strategic plans for financing ambitious early literacy initiatives. Fiscal mapping provides a sound basis for helping state and local leaders grasp the public funding streams that can support their goals and assess the extent to which they are productively tapping these sources. It can also help state and local leaders clarify how they are currently allocating resources and whether these spending patterns align with their policy, program, and systems reform plans (see Using Fiscal Mapping to Promote Policy and Systems Reforms on page 10). Information in this federal funding guide provides a foundation for leaders to map existing federal funding flowing to their states and communities so they can evaluate the adequacy, durability, and flexibility of available resources. In the process, it can also help them identify other potentially productive funding sources to pursue in an effort to make the best use of all available resources.



Using Fiscal Mapping to Promote Policy and Systems Reforms

Fiscal mapping provides a clear picture of how funding is allocated across state and local agencies to fund services for children and youth. It lays the groundwork for new state and community-level financing strategies by providing:

- a detailed account of all federal, state, and local expenditures on programs supporting children and youth;
- an analysis of the adequacy, flexibility, and stability of existing funding; and
- an identification of opportunities to more effectively coordinate, maximize, and align resources to support improved outcomes for children, youth, and families.

Why Conduct a Fiscal Mapping Study?

A fiscal mapping study is a critical tool for state and local government leaders, public-private partnerships and task forces, community coalitions, and others to:

- develop better coordinated systems of supports and services;
- fund new policy initiatives; and
- address budget shortfalls or increased demand for services.

A fiscal mapping study provides critical information for leaders to design effective financing strategies intended to sustain initiatives over time and achieve good results for children, youth, and families.

How Can a Fiscal Mapping Study Help?

A fiscal mapping study helps state and community leaders to:

- identify programs and revenue streams that align with key goals and indicators for children, youth, and families;
- identify gaps in current funding and services;
- identify new funding sources that could be leveraged to support programs and services; and
- maximize funding opportunities through improved coordination, use of matching funds, blending or braiding of funds, administrative claiming, and other strategies.

The Finance Project has conducted fiscal mapping studies to help state and local leaders in several states, including, Delaware, Kentucky, Michigan, and Virginia, implement early care and education system reform. For more information, see <http://www.financeproject.org/publications/FiscalMapping.pdf>.



Goals Framework

The four recommendations highlighted in the KIDSCOUNT Special Report build on decades of research examining how young children learn to read, how they develop sound pre-reading knowledge and skills before entering school, and how they become proficient readers in the early grades. Clearly, *no single solution* effectively supports reading proficiency for every child in every family in every community. The recommendations are, therefore, intentionally broad and comprehensive.

To help users of the guide relate these recommendations to the specific goals and objectives for young children that can be supported with federal funds, The Finance Project staff reviewed the major goals and purposes of federal programs that benefit children from birth through age eight. They identified **nine goal areas** that address children's health and developmental needs, educational needs, and social supports and services. These goal areas present a framework for categorizing federal programs and initiatives according to their investment purposes and the types of activities they can support.

- **Quality Early Care and Education**—home and center-based care; family, friend, and neighbor care; prekindergarten programs; and school readiness initiatives for children from birth through age five, including programs serving children with special needs and/or other special populations.
- **Pediatric Health**—comprehensive physical health and child development services, including maternal and child health care; developmental screenings; home visiting services; and nutrition, oral health, and social-emotional health services.
- **Professional Development and Workforce**—services to promote an aligned and supportive professional development system for teachers and child care providers, including training, credentials, accreditation, coaching, mentoring, registries, compensation, and retention strategies.
- **Family Support**—services to educate and engage parents caring for young children through home visiting, parent leadership and parenting skills training, and supports.
- **Curriculum and Standards**—services to promote the alignment of standards, assessment, and curricula for children from birth to third grade, including the development of curricula, efforts to align curricula and standards, and assessment.
- **Educational Intervention and Improvement Programs**—efforts to align early care and education with kindergarten through grade three, including programs and funding targeted to the prevention of chronic absenteeism and the improvement of schools, teachers, or curricula to improve outcomes for students from kindergarten through grade three.
- **After-school and Out-of-School Time Programming**—academic, remedial, arts, recreational, and leadership programs and services offered to children outside normal school hours, including before-school and after-school programs, summer programs, and other expanded learning opportunities in diverse settings.
- **Literacy and Tutoring Programs**—programs aimed at improving literacy among young children, including early reading programs and other expanded learning opportunities.
- **Systems Building and Organizational Capacity Building**—underlying systems and capacities that support and enhance the effectiveness of the initiative's work, including resident engagement and leadership; planning, coordination, and collaboration; and communication efforts. Also includes strategies to implement or improve the coordination of data systems in states and localities, including schools and community-based organizations, to track children and outcomes and promote results-driven practices.

The Annie E. Casey Foundation recommendations can be aligned with the goals framework used to categorize federal funding programs included in this guide (see **Table 1**). Additionally, **Appendix A** provides an “at-a-glance” crosswalk of federal programs and the nine goal areas and purposes of funding.

Table 1

Alignment of Annie E. Casey Foundation Recommendations and Nine Goal Areas

Annie E. Casey Foundation Recommendation to Promote GLR	Goal Areas Identified as Promoting Grade-Level Reading								
	Quality Early Care & Education	Pediatric Health	Professional Development & Workforce	Family Support	Curriculum & Standards	Educational Intervention & Improvement Programs	After-school & Out-of-School Time Programming	Literacy & Tutoring Programs	Systems Building & Organizational Capacity Building
Recommendation 1: Develop a coherent system of early care and education that aligns, integrates, and coordinates what happens from birth through third grade so children are ready to take on the learning tasks associated with fourth grade and beyond.	✓	✓	✓		✓		✓	✓	✓
Recommendation 2: Encourage and enable parents, families, and caregivers to play their indispensable roles as co-producers of good outcomes for their children.				✓					
Recommendation 3: Prioritize, support, and invest in results-driven initiatives to transform low-performing schools into high-quality teaching and learning environments in which all children, including those from low-income families and high-poverty neighborhoods, are present, engaged, and educated to high standards.			✓		✓	✓	✓		✓
Recommendation 4: Find, develop, and deploy practical and scalable solutions to two of the most significant contributors to the underachievement of children from low-income families—chronic absence from school and summer learning loss.				✓			✓		✓

Organization of the Guide

Following this Introduction, the guide examines the funding landscape for school readiness and early literacy programs serving young children and their families. It provides an overview of public and private investments in programs that align with the Campaign for Grade-Level Reading's goals to promote grade-level reading proficiency. It also outlines key challenges facing state and local leaders as well as factors affecting present and future investments in these initiatives.

Next the guide describes the structure and requirements of different types of federal funding mechanisms. It provides an analysis of federal programs by funding type and goal area and offers relevant examples.

The guide then analyzes the distribution of federal funding sources by a number of salient features, including program purpose, eligible beneficiaries, and eligible grantees and contractors. It discusses a strategic financing approach to determining what to fund and highlights strategies to maximize federal funds, create more flexibility in categorical funding streams, and build effective partnerships. It also offers tips for accessing funds and implementing financing strategies.

A catalog of federal funding sources that can support grade-level reading programs and systems reform also is included. Each funding source is described in a one-page summary that provides basic information on the

purposes of the program, eligible beneficiaries, eligible grantees, and application requirements. To help policymakers and program leaders quickly and easily identify the specific purposes for which funding sources can be used, each profile concludes with a summary table.

A brief Conclusion speaks about the federal funding guide as a valuable resource to policymakers and program leaders working to plan, implement, and sustain promising GLR initiatives.

Four appendices provide detailed funding information:

Appendix A presents a matrix of federal funding sources showing the goal areas and purposes for which they can be used.

Appendix B categorizes the funding sources by the federal agencies administering them.

Appendix C categorizes the federal programs by funding type (e.g., entitlements, block grants, and discretionary grants).

Appendix D lists funding sources with matching requirements and identifies entities eligible to contribute matching funds.

About the Federal Funding Programs Featured in the Guide

The 103 federal programs included in this guide can help fund direct services to children and families through schools and community-based organizations. They can also contribute to underlying systems capacity building aimed at enhancing access, improving program quality, and measuring and tracking student progress and performance. To determine which funding sources to present, The Finance Project staff reviewed the purpose, priorities, and eligibility requirements of each potentially relevant federal program to identify the specific funding categories aligned with the nine goals.

Of course, not every profiled funding source will support every purpose and program. Some funding sources are limited to specific programs and services (e.g., academics, arts enrichment, workforce development, tutoring and mentoring, or health and mental health education and services). Others can only be used to support specific eligible populations (e.g., economically disadvantaged children or Native American children). Still others are limited to targeted grantees, such as state agencies, public schools, or specific partnerships.

The Annie E. Casey Foundation funded this research. The findings and conclusions are those of The Finance Project, however, and do not necessarily reflect the opinions of the foundation or official positions of the federal government. The categorization of particular programs according to goal area reflects judgments by The Finance Project staff and advisors.



We know that reading proficiently by the end of third grade is critical to later academic success. Achieving this goal for all students requires us to start early to ensure that children from birth to kindergarten entry have access to primary health care, high quality early learning opportunities, and child development support that will lay a solid foundation for reading proficiency in the early grades.

—Elizabeth Burke Bryant, *Executive Director, Rhode Island KIDSCOUNT*

HIGHLIGHTS OF THE CURRENT FISCAL AND POLICY LANDSCAPE

The Campaign for Grade-Level Reading was launched as an ambitious, collaborative effort to stimulate public and private investments in evidence-based strategies to promote school readiness and reading proficiency in the early grades. The 2010 KIDSCOUNT Special Report offers recommendations that call on state and local policymakers to develop innovative approaches to ensure all children have access to comprehensive supports and services that promote grade-level reading (GLR) proficiency. Central to all four recommendations is a keen recognition of the strong influence families and other caring adults have on children's learning and development. Also key is the importance of data, funding, and relationships to build state and local capacity to scale up and leverage successful strategies.

This "call to action" has captured the attention of governors, mayors, legislators, and community leaders nationwide. As proponents of grade-level reading proficiency mobilize to frame their policy agendas and find funding to advance their goals, it is useful to have a broad appreciation for the current policy and fiscal landscape as well as the opportunities and challenges it presents for starting up and sustaining effective programs.

The impact of the economic downturn between 2008 and 2010 has been profound. It has significantly strained public budgets at all levels of government, and it has depressed foundation grant-making. Deficit reduction and budget cuts are the predominant themes in discussions of funding priorities. Faced with the most severe budget crisis since the Great Depression, governors, mayors and legislators face the unappealing prospect of slashing once sacrosanct programs, including those covering education. As more and more state and local programs are vulnerable to funding decreases or outright elimination, leaders committed to strengthening and expanding efforts to promote early literacy are making investment plans in an extremely challenging environment.

Even with the strong research base documenting the solid return on investment from high-quality early care and education and the national focus on improving academic achievement and reading proficiency, GLR proponents find it difficult to adequately fund and sustain effective programs and systems reform. As a result, many are under pressure to look for funding for new school and community initiatives outside their existing revenue bases. They seek ways to make better use of resources they already are spending, maximize their draw on federal funding sources that are

Highlights

- Federal investments
- State Investments
- Local Investments
- Private Investments
- Challenges for State and Local Leaders

The Striving Readers Comprehensive Literacy grant program will provide \$200 million to states to support comprehensive state literacy programs for students from birth through grade 12.

relevant to their goals and priorities, and make the case for high-quality early education and literacy as an investment that is essential to their state's long-term economic health and competitiveness.

Despite the uncertainty of the current budget environment, recent developments present some important opportunities for advancing grade-level reading efforts. Against this backdrop, it is helpful to understand the funding landscape at the federal, state, and local levels, including key private investments. It is also useful to highlight the challenges and considerations facing leaders as they set a course for pursuing their goals to help children become proficient readers by the end of third grade.

Federal Investments

The federal government plays a significant role in funding the supports and services that support the healthy development and academic success of children from birth through age eight. Several agencies within the U.S. Departments of Education, Health and Human Services, and Agriculture, as well as agencies in four other cabinet-level departments and three independent agencies, administer

programs that can fund state and local efforts to boost reading skills and improve the conditions in children's lives that are conducive to reading proficiency. Among the most notable recent developments are these.

Increased federal appropriations in several major early childhood programs between 2008 and 2011, along with increased state investments in prekindergarten programs since 2005, have meant an unprecedented infusion of new resources for states and localities to expand access to quality early care and education programs and to invest in building the underlying systems capacity to strengthen and coordinate services in early learning settings, including home-base settings. Head Start; Early Head Start; child care subsidies; Individuals with Disabilities Education Act Part C and Part B, Section 619; and other major programs targeted to young children totaled more than \$19 billion in 2010, including \$1.4 billion in American Recovery and Reinvestment Act funds.¹²

The 2007 reauthorization of the Head Start Act also requires states to establish a state advisory council on early care and education to increase collaboration among state and federal early learning and development programs. Forty-

five states, the District of Columbia, and four territories received grants of up to \$500,000 to support council development and implementation. According to the legislation, priority activities for the councils include assessing the quality of early care and education for low-income families, developing recommendations for a unified data system, and developing recommendations for a professional development system.¹³ These activities will complement and advance statewide strategic plans to promote early reading proficiency.

In August 2010, the U.S. Department of Education announced a new Striving Readers Comprehensive Literacy grant program that will provide a total of \$200 million to states to support the development and implementation of a comprehensive state literacy program. This discretionary program will fund state efforts to create and manage comprehensive literacy programs to strengthen reading and reasoning skills (e.g., preliteracy skills, reading, and writing) for students from birth through grade 12, including limited-English-proficient students and students with disabilities. Funds will be awarded to state education agencies for competitive subgrants to local education agencies

¹² Brookings Center on Children and Families and National Institute for Early Education Research, *Investing in Young Children: New Directions in Federal Preschool and Early Childhood Policy* (Washington, DC: Brookings Center on Children and Families, and Rutgers, NJ: National Institute for Early Education Research, Rutgers, The State University of New Jersey, 2010), http://www.brookings.edu/reports/2010/1013_investing_in_young_children_haskins.aspx; and Danielle Ewen and Hannah Matthews, Center for Law and Social Policy, *Title I and Early Childhood Investments: A Look at Investments in the NCLB Era* (Washington, DC: Center for Law and Social Policy, October 5, 2007), <http://www.clasp.org/admin/site/publications/files/0379.pdf>.

¹³ National Governors Association Center for Best Practices, "Creating a Comprehensive State Early Childhood Advisory Council," *Issue Brief* (Washington, DC: National Governors Association Center for Best Practices, May 2009).

Massachusetts Statewide PreK–12 Literacy Plan

In 2006, the Massachusetts Department of Elementary and Secondary Education received a Reading to Achieve grant from the National Governors Association Center for Best Practices to convene an adolescent literacy task force. The group was charged with making recommendations to the state and developing a five-year strategic plan to improve literacy achievement in grades four through 12, including an emphasis on early literacy from prekindergarten through third grade, and to ensure all students graduate from high school academically prepared for postsecondary education and the 21st-century workforce. A parallel Early Literacy Subcommittee also was established and was composed of representatives from the governor's office; elementary, secondary, and higher education institutions; the legislature; the business sector; and the philanthropic community. Together, these groups developed the Massachusetts PreK–12 Literacy Plan to create a cohesive state literacy policy aimed at helping all students achieve proficiency in reading, writing, and oral language.

Recommendations from the literacy plan are being implemented over a five-year period through collaborative efforts by the governor; members of the Massachusetts Boards of Education, Higher Education, and Early Education and Care; the University of Massachusetts; and the business and philanthropic communities. The literacy plan is expected to be fully implemented in Massachusetts by 2012. To access the full report and recommendations of the literacy task force, see <http://www.doe.mass.edu/literacy/nga/tfreport.doc>.

Much of the funding targeted to children from birth through age five comes from federal sources. Most of the funding for school-age children comes primarily from state and local sources.

and early learning providers. States must identify a State Literacy Team and the planning process must be coordinated with the states Early Learning Councils' work, as well as other related groups. A national grant competition will be held in the spring of 2011. Funding will range from \$10 million to \$50 million for program implementation, with an average award size of \$30 million. Funding is expected to be allocated as follows: 15 percent for birth to PreK; 40 percent for grades k through five; and 40 percent for grades 6 through 12. Some states have developed statewide literacy plans in preparation for this funding opportunity.¹⁴ (see Massachusetts Statewide PreK–12 Literacy Plan on page 17).

In addition, the Obama administration's proposed fiscal 2011 budget for the U.S. Department of Education emphasizes and encourages investments in effective language and literacy interventions. It includes \$450 million to support literacy instruction for children from preschool through grade 12. The Effective Teaching and Learning: Literacy Programs initiative would consolidate existing smaller categorical programs, including Early Reading First, Reading First, Striving Readers and others, into a comprehensive, coordinated approach

that would also restructure eligibility and competitive requirements for the new programs. Although some of these changes have generated debate among policymakers and other stakeholders, broad support exists for the recommended increased and dedicated funding for early literacy.¹⁵

The U.S. Department of Education also administers the 21st Century Community Learning Centers grant program, a \$1 billion program that provides grants to states to fund after-school, before-school, and summer programming to nearly 1.5 million children in almost 9,000 sites nationally.¹⁶ Together with the Child Care and Development Block Grant (child care subsidies) administered by the U.S. Department of Health and Human Services, these two programs are major sources of federal funding for after-school programs for children in low-income families. About 45 percent of children receiving child care subsidies are between the ages of five and 12. Both programs spend a portion of funds on improving quality, teacher professional development, and coordination.

State Investments

Much of the funding targeted to children from birth through age five comes from federal sources passed through to states. Most of the funding for services for school-age children comes primarily from state and local sources. State early care and education appropriations for child care, prekindergarten, home visiting, and other related programs increased during the past decade. Since fiscal 2009, however, with the strain on state and local budgets, state appropriations for early learning have declined and are expected to continue to decrease through 2013.¹⁷ Many economists and budget analysts believe state investments in early childhood programs and services that have proven effective in supporting grade-level reading proficiency will be reduced as states struggle to balance their budgets.

Most communities blend and braid federal, state, local, and private funding to provide the services needed to help young learners become proficient readers, particularly those from the most vulnerable families. Some states are restructuring state policy to maximize current funds. In the process, some governors, mayors, state advisory councils, and community

¹⁴ For more information, see <http://www2.ed.gov/programs/strivingreaders-literacy/index.html>.

¹⁵ <http://www2.ed.gov/programs/strivingreaders-literacy/index.html> and August 25, 2010 U.S. Department of Education webinar; New America Foundation, "A Closer Look at Obama's FY11 Budget: Literacy Programs" (Washington, DC: New America Foundation, May 11, 2010).

¹⁶ 21st Century Community Learning Centers Profile and Performance Information Collection System, <http://ppics.learningpt.org/PPICSNet/public/Default.aspx> [retrieved December 24, 2009].

¹⁷ National Conference of State Legislatures, "Early Care and Education State Budget Actions FY 2010" (Denver, CO: National Conference of State Legislatures, 2011), <http://www.ncsl.org/default.aspx?TabId=20417>.



North Carolina's Prekindergarten Program Affects Third-Grade Reading Proficiency

A recent evaluation of More at Four, North Carolina's state prekindergarten program, found that at-risk children who attended this high-quality early learning program performed significantly better on third-grade reading and math tests than children who had not attended. The initiative is targeted to the state's four-year-olds in low-income families who are not attending other formal early care programs. During the 10 years since its establishment, More at Four has been extensively evaluated and has consistently demonstrated positive results on children's academic success. Despite being a proven effective investment, More at Four—and the state's Smart Start early childhood program—may experience significant cuts in the fiscal 2011 budget cycle due to the fiscal crisis in North Carolina. For more information on More at Four, see <http://www.ncprek.nc.gov/MoreFour/indexFull.asp>.

collaborations have highlighted the need for comprehensive systems of support for children from birth through age five—or from birth through age eight—that provide for children’s health and mental health, learning and academic achievement, and family support and stability. To support their goals, leaders in Delaware, Kentucky, Michigan, and other states are taking steps to build coherent and coordinated systems that use data, including fiscal data, to maximize the effectiveness of current investments and leverage new resources to sustain high-quality programs over time.¹⁸

In 2009, states spent more than \$5 billion on state-funded prekindergarten programs for four-year-olds and some three-year-olds.¹⁹ Thirty-eight states currently fund prekindergarten programs, though state funding per child declined in 24 of the 38 states during 2010, potentially threatening program quality. Oklahoma is the only state where all four-year-olds have access to quality preschool programs. In nine other states, most four-year-olds attend state-funded preschool programs. In about a third of the states—12 with no programs at all and six serving fewer than 15 percent of age-eligible children—youngsters do not have access to quality early care and education programs.

This represents an important missed opportunity. As studies of children participating in high-quality prekindergarten programs show, these young students achieve significant gains on math, literacy, and language test scores, key predictors of being on track for grade-level reading proficiency²⁰ (see North Carolina’s Prekindergarten

Program Affects Third-Grade Reading Proficiency on page 19).

State and local funding are the predominant sources of support for public schools. State funding to school districts is based on each state’s funding formula; local funding comes primarily from property and other local taxes. States typically provide additional funds to schools that serve low-income children. Moreover, most states allocate a portion of general revenue and other dedicated funds for supports and services to address specific academic goals, including reading proficiency, particularly for special populations. For example, several states fund full-day kindergarten using a mix of basic school funding and categorical funds targeted to low-income or disadvantaged students.

Several U.S. Department of Education funding streams flow through state departments of education to local education agencies; others flow directly to local school districts. In 2010, the department awarded \$4.35 billion in American Recovery and Reinvestment Act (ARRA) dollars to 11 states and the District of Columbia in Race to the Top grants. This competitive grant program open to state education agencies and their partners aims to address several key goals for promoting grade-level reading proficiency, including implementing standards and assessments, creating and strengthening data information systems for tracking student performance and progress, nurturing effective teachers and school leaders, and turning around the lowest-performing schools. Early learning was a priority of the grant invitation, and most of the second round of grants

included plans to align prekindergarten and K–12 standards and curriculum.

The ARRA stimulus package also included \$900 million in additional funds for the Individuals with Disabilities Education Act (IDEA), Part B, Section 619 (Preschool Grants) and Part C (Grants for Infants and Families). These are critical sources of funding to increase access to high-quality early learning and education for young children with disabilities.

Funding under Title I of the Elementary and Secondary Education Act flows from the U.S. Department of Education through state education agencies to local school districts. This program is a flexible funding source that enables eligible public schools to address the needs of students in all grades. Funds typically support extra instruction in reading and mathematics as well as preschool, after-school, and summer programs to extend and reinforce the regular school curriculum. Yet, just 2 percent of Title I funds go to preschool programs for children below age five (see Chicago Child-Parent Center on page 21).

Proponents of early literacy recognize the impact of poor health, including social-emotional health, on learning to read and later success in school and the workplace. Medicaid and the State Children’s Health Insurance Program can be used to address young children’s critical health needs, including mental health and oral health needs. Additionally, many states invest in home visiting services for young children, primarily infants and toddlers and their parents. State funding for home visiting totaled almost \$1.4 billion in 2009

¹⁸ Rachel Demma, *Building Ready States: A Governor’s Guide to Supporting a Comprehensive, High-Quality Early Childhood State System* (Washington, DC: National Governors Association, Center for Best Practices, October 2010), <http://www.nga.org/Files/pdf/1010GOVSGUIDEEARLYCHILD.PDF>.

¹⁹ National Institute for Early Education Research, “The State of Preschool 2009: State Preschool Yearbook,” executive summary (Rutgers, NJ: National Institute for Early Education Research, Rutgers, The State University of New Jersey, 2009), http://nieer.org/yearbook/pdf/yearbook_executive_summary.pdf#page=5.

²⁰ National Institute for Early Education Research, *The New Mexico PreK Evaluation: Impacts from the Fourth Year of New Mexico’s State-Funded PreK Program* (Rutgers, NJ: National Institute for Early Education Research, Rutgers, The State University of New Jersey, 2010), <http://nieer.org/pdf/NewMexicoRDD1110.pdf>.



Chicago Child-Parent-Center

The Chicago Child-Parent Center is a comprehensive resource for at-risk preschool through third-grade children and their families. It aims to boost academic achievement among children in the city's Title I schools and increase family involvement. The program is widely lauded as being an exemplary early childhood program with longer-reaching impacts on children in the early school years.* For more information on the Chicago Child-Parent Center, see <http://www.cps.edu/Schools/Preschools/Pages/Childparentcenter.aspx>.

Note:

*Danielle Ewen and Hannah Matthews, *Title I and Early Childhood Programs: A Look at Investments in the NCLB Era* (Washington, DC: Center for Law and Social Policy, October 5, 2007), <http://www.clasp.org/admin/site/publications/files/0379.pdf>.

Philanthropic partners are intent on identifying and working with school districts which are committed to a goal of third grade reading proficiency. Turning around low performing schools is a heavy lift, but, districts are a key unit of change.

—Lois Salisbury, *Director, Children, Families and Communities Program, The David and Lucile Packard Foundation*

through 2010, including funding for programs that offered home visiting as part of a more comprehensive prevention strategy. Most of the funding comes from state general revenue and federal programs, including Medicaid, Temporary Assistance for Needy Families, and other public and private sources.²¹

Local Investments

Much of the practical work to promote grade-level reading occurs in family homes and schools, libraries, religious organizations, and other community-based organizations. Teachers, early care providers, social workers, and community volunteers who serve children and their families recognize that many vulnerable children and families need special help. Parents of children struggling with reading, particularly immigrants who need assistance in developing English language skills, access family support services through local teachers, schools, medical experts, and education specialists. Community schools, which serve as hubs for local partners to coordinate health, education, and social services to children and families, offer promising models for addressing the multiple needs of young students at high risk of failing to become proficient readers. They afford environments where young children and

their families can access critical supports and services that directly and indirectly influence education outcomes.

Local governments, including counties, cities, and townships, and local school districts, play a critical role in designing and implementing systems reform to ensure children and families have access to high-quality supports and services to promote early literacy. Mayors and city council members increasingly see the value of aligning standards and assessments; improving transitions for children moving through the education system; and collecting and sharing data on school attendance, program participation, and academic performance across systems. In this regard, the National League of Cities supported city officials in Petal, Miss., Richmond, Va., San Antonio, Texas, and Seattle, Wash., who convened community stakeholders to improve the alignment of early childhood and school-based systems.²² Furthermore, many of the new and innovative competitive federal programs flow through states to local government entities or nonprofit organizations. Consider these examples.

- **Investing in Innovation.** School districts, individually or in partnership with an institution of higher education, other school districts, and/or nonprofit organizations, are eligible to apply for Investing in Innovation

(i3) funds to implement innovative practices, strategies, or programs to improve the achievement of high-need students. Forty-nine grants were awarded in September 2010. Among the highest-rated applicants, 13 focused on early learning as a competitive priority. All grantees were successful in attaining a required 20 percent private-sector funding match. Several national foundations have committed to investing to boost academic achievement and created a national registry, Foundation Registry i3. The i3 grant will enable grantees to refine and expand successful models. For example, the Children's Literacy Initiative in Philadelphia, Pa., is expanding its model to 38 sites in Camden, N.J., Chicago, Ill., Newark, N.J., and Philadelphia, Pa.²³

- **Promise Neighborhoods.** Modeled on the Harlem Children's Zone, place-based programs funded through the Promise Neighborhoods program will provide wrap-around community services for vulnerable children and families. It will also support community comprehensive education reform efforts to improve education and life outcomes for children from birth through college to career. Applicants were required to demonstrate plans for rigorous outcome-focused management and

²¹ Pew Center on the States, "Pew Home Visiting Inventory: National Overview," http://www.pewcenteronthestates.org/initiatives_detail.aspx?initiativeID=61051 [accessed November 10, 2010].

²² Jonathan Rogers and Laura McComas, "Community Conversations in Four Cities Promote Educational Alignment for Young Children," *National League of Cities Weekly* (October 11, 2010).

²³ Data.ed.gov; i3Grant Applications; Children's Literacy Initiative [retrieved November 10, 2010].



for long-term program sustainability and regional scalability. In September 2010, \$10 million was awarded to 21 organizations for one year of planning. St. Paul, Minn., received a grant to turn around schools in a 250-block area, partnering with school leaders, city council members, and community organizations.

- **Project Launch.** Administered by the U.S. Department of Health and Human Services' Substance Abuse and Mental Health Services Administration, Project Launch funds community collaborative groups to design and implement new policies and practices to promote young children's wellness from birth through age eight. Of the 24 grantees, 16 are governed by state coalitions and eight by cooperative agreements with a local government or tribal authorities; all seek to expand the use of evidence-based practices, improve collaboration among child-serving organizations, and integrate physical and mental health and substance abuse prevention strategies for children and their families. For example, Santa Fe, N.M., is working with a largely Hispanic and Native American population to coordinate the major child-serving systems at both the state and local levels by integrating behavioral and physical health services.

- **Housing Opportunities for People Everywhere.** Funded by the U.S. Department of Housing and Urban Development, this grant program (Hope VI) provides funds to cities to demolish and revitalize severely distressed public housing. In 2010, for the first time, applicants were encouraged to integrate education programs into their plans for revitalization. Additional points were awarded to applicants demonstrating a commitment to improve early care and education in the affected areas. The housing authority in Memphis, Tenn., was awarded a grant, and it will use part of the funds to provide community and family support services, Head Start and Early Head Start programs, and home visiting services.

Private Investments

Corporations, small businesses, and foundations also play an important role in seeding and advancing state and community efforts to promote school readiness and early success in school. Their leadership can make them effective agents for change—raising public awareness; adding weight to proposed policy, program, and systems reform agendas; building public will for action; and mobilizing additional resources.

Funding from these sources can often help leverage matches from other private-sector organizations and significantly greater support from public sources. One of the important lessons learned from the William K. Kellogg Foundation's investments in its Supporting Partnerships to Assure Ready Kids initiative was that state policy can create systems and funding streams to support goals for improving school readiness and early literacy. However, on-the-ground effort by community stakeholders coming together to achieve shared goals is key to success.²⁴

The Campaign for Grade-Level Reading, launched by the Annie E. Casey Foundation, provides leadership and an organizing structure for private philanthropic investment in efforts to promote grade-level reading proficiency in states and communities nationwide. It builds on the work of other national, regional, and community foundations that have joined together to support communities, schools, and other organizations wanting to contribute to young children's healthy cognitive, social, and emotional development and foster early literacy. Along with its more than 50 philanthropic partners, the Campaign for Grade-Level Reading is encouraging and supporting collaborative action and investment by a wide array of state and community partners.

²⁴ Gregory Taylor, Sharon Lynn Kagan, Jodi Enda, Sandy Miller, Joni T. Close, Janice M. Gruendel, Mark K. McQuillan, Kristie Kauerz, and Mimi Howard, "Linking Ready Kids to Ready Schools: A Report on Policy Insights from the Governors' Forum Series" (paper prepared for the W. K. Kellogg Foundation and the Education Commission of the States, 2009).

James Heckman's research underscores the point that educational success relies on a focus on the whole child starting as early in life as possible. Education reform must assure that fostering social-emotional development becomes as much a part of teaching as the focus on cognitive development.

—Ann Segal, *Senior Philanthropic Advisor, Wellspring Advisors*

Several foundations are sharpening their focus on grade-level reading and literacy as a key to the economic success of states and communities and children's success in school and the workforce. Among the notable examples is the McKnight Foundation, in Minneapolis, Minn., which recently launched a new literacy campaign to increase the percentage of Twin Cities' students reading at grade level by the end of third grade. This new strategic focus builds on more than a decade of local investment by the foundation to improve the quality, affordability, and accessibility of early childhood education; elevate early childhood issues as a state priority; build support for system change; and promote the goal of all Minnesota children being ready for kindergarten.

Similarly, the United Way's national Education Campaign builds on the effectiveness of its Success by 6 Community Mobilization Campaign, which engaged leaders from local communities in developing strategies to improve children's readiness for school. The Education Campaign brings its considerable network of local advocates and stakeholders to help mobilize energy and resources to improve early grade literacy, school readiness, and other conditions that can help cut the number of high school dropouts in half by 2018.

For example, in Fox Cities, Wis., the local United Way launched the Early Language and Literacy Initiative, in partnership with the local child care resource and referral agency. The initiative aims to improve language and literacy practices by teachers, child care providers, parents, and other adults in young children's lives; expand the number of high-quality preschool programs focused on literacy; help qualified child care staff understand and model best practices in early language and literacy; promote high-quality oral language development; and nurture leadership for early learning and literacy.

Many local business leaders and the national organizations that represent them have galvanized around early childhood as a resonant economic and workforce development strategy. In part, this surge of interest was spurred by the work of Arthur Rolnick, of the Federal Reserve Bank of Minneapolis, and James Heckman, a winner of the Nobel Prize in Economic Sciences, who have called for significant investments in early learning and literacy as a significant national strategy for promoting economic growth and improving competitiveness.²⁵

The U.S. Chamber of Commerce's Institute for a Competitive Workforce launched its Early Education Initiative to help drive the national debate and provide local business leaders with

information on the economic benefits of investments in early childhood and the return for individuals and society.²⁶ Similarly, the Partnership for America's Economic Success, a national coalition that is mobilizing business leaders, was established to improve tomorrow's economy through smart policy investments in young children today.²⁷ The partnership engages in activities to help influence corporate and small business investments by developing and disseminating principles for federal and state resource allocation and commissioning research on the costs and benefits of early childhood programs.

Some national corporations also support efforts to promote grade-level reading in local communities where they have a presence. For example, PNC Bank is investing \$100 million over 10 years in its Grow Up Great school readiness initiative. The goal is to prepare children from birth through age five for success in school and life.²⁸ Similarly, Target, the national retailer, has a long track record of community investment in early childhood and education (see Target's Reading and Education Programs on page 25). Recently, Target launched a major initiative to promote grade-level reading proficiency.

²⁵ See "The Heckman Equation" at <http://www.heckmanequation.org/>.

²⁶ U.S. Chamber of Commerce, Institute for a Competitive Workforce, *Why Business Should Support Early Childhood Education* (Washington, DC: U.S. Chamber of Commerce, Institute for a Competitive Workforce, 2010), <http://icw.uschamber.com/publication/ready-set-go-why-business-should-support-early-childhood-education>.

²⁷ See <http://www.partnershipforsuccess.org/index.php?id=01>.

²⁸ Visit <http://www.pncgrowupgreat.com>.

Target's Reading and Education Programs

Target is partnering with other national and local organizations to launch an ambitious multipronged approach to promote reading proficiency by the end of third grade. The national corporation has committed to spending \$500 million by the end of 2015 to support local efforts by schools, community-based organizations, libraries, pediatricians, and other health providers and parent groups to raise awareness, mobilize community leaders, seed and support effective programs, and encourage parents to read to their children.

Early Childhood Reading Grants. Target awards \$2,000 early childhood reading grants to schools, libraries, and nonprofit organizations to support programs that encourage families to read to their children through after-school reading events and weekend book clubs.

Reading Pledge. Target asks parents and caring adults to commit to reading regularly to children by making a reading pledge. Each time a pledge is received, Target will donate a book to children in need, up to a maximum of 1 million books. Books are given to children through a partnership with First Book.

Reach Out and Read. Target partners with Reach Out and Read, a national program that engages medical providers to distribute books to children and counsels their parents about the importance of reading aloud. Doctors, nurse practitioners, and other medical professionals are encouraged to adopt Reach Out and Read's successful program to encourage reading through the distribution of books to children from six months to five years of age at their regular check-ups. Resources are targeted to children living in low-income communities.

School Library Makeovers. Since 2007, Target volunteers have improved more than 2,000 libraries in communities nationwide in partnership with First Book. Target stores and distribution centers donate books, and team members volunteer their time to organize, clean, and enhance school libraries. About 45 libraries have received a complete makeover, creating larger spaces with new carpet, furniture, and colors. The initiative combines the work of Target design and construction team members and the support of nonprofit partner Heart of America. Target considers several factors in determining which libraries to improve, including the current physical condition of the facility, the population of low-income students and families it serves, and the staff and community capacity to maintain the new library and its collections.

For more information, see <http://sites.target.com/site/en/company/page.jsp?contentId=WCMP04-031763>.

Gaining access to funds to support the implementation of research-based reform in reading is a challenge for school districts that serve students in rural, low-resourced, high poverty communities. Coupled with state budget cuts, school leaders are hindered in their efforts to provide better experiences for children under their care. The guide to federal funding will “flatten” the field of opportunity for rural communities and will open the door for local foundations to help develop their capacity to access these new funding streams.

—Ivye Allen, *President, Foundation for the Mid South*

Challenges for State and Local Leaders

Looking ahead to fiscal 2011 and beyond, the federal landscape suggests that it will be challenging for proponents of grade-level reading proficiency to find funding for new and improved programs and for the infrastructure to support and expand them. This is particularly true for leaders in low-income rural school districts and other resource poor communities. Nevertheless there are some hopeful signs for new investments in GLR proficiency, despite general concern about the federal deficit and the pressures on state and local policymakers to reduce spending to balance budgets. It seems most promising for state and local leaders to frame their early literacy agendas and investments as essential human capital investments, critical to the short- and long-term economic success of states and localities and the competitiveness of American businesses. Those who have done so seem to have gained traction and support.

On a positive note, recent federal intergovernmental efforts are intended to overcome some of the traditional barriers to using federal funds from multiple agencies and programs efficiently and effectively to support comprehensive and cohesive initiatives to improve school readiness and boost reading skills in the early grades. The Obama administration has increased the focus on coordinating supports and services for children from birth through age eight across agencies.

The President has proposed the creation of a new White House Office of Early Learning (Presidential Early Learning Council) that will bring together the Secretaries of Education, Health and Human Services, and Agriculture, as well as other senior-level federal staff, to examine policies and practices that support or inhibit coordination among programs for young children and their families and make recommendations for administrative reforms.

Similarly, a deputy assistant secretary in the U.S. Department of Health and Human Services' Administration for Children and Families serves as the interdepartmental liaison for early childhood development and senior advisor for early learning. In this capacity, the deputy secretary also reports to the secretary of education to foster greater communication, coordination, and collaboration between the two departments that are responsible for more than 70 percent of federal spending on state and local programs to support grade-level reading proficiency.

On a more cautionary note, the scope of federal funding in fiscal 2011 and during the next few years is uncertain. Several months after the start of the new fiscal year, Congress has yet to pass a final budget. In large part, this is the by-product of widespread concern about the mounting federal deficit and the need to curb federal spending. Many returning and newly elected members of Congress ran on platforms that called for

significantly cutting government spending in order to reduce the deficit without raising taxes. Consequently, it seems unlikely that stimulus funding provided through the American Recovery and Reinvestment Act and expended in fiscal 2009 and fiscal 2010 will be renewed. Most economists and analysts believe the current Congress will see significant resistance to creating new programs and increasing funding for others.

Yet the reauthorization of the Elementary and Secondary Education Act, administered by the U.S. Department of Education, and the Child Care and Development Block Grant, administered by the U.S. Department of Health and Human Services, may afford opportunities to reshape key existing programs and funding to more explicitly align with the goals for grade-level reading proficiency. Both vehicles will significantly affect the amount of funding available to states and communities for supports and services that can promote the development of early learning, school readiness, and reading skills in the early grades. They will also affect investments in critical system-building components, such as program planning, coordination, and evaluation; professional development; data information systems; quality standards and monitoring; and outreach and communication. Although the proposed Literacy Education for All, Results for the Nation Act (the LEARN Act)²⁹ would award grants to states for comprehensive planning to improve the

²⁹ See <http://murray.senate.gov/education/LEARNact.pdf>.



literacy of children from birth through grade 12, the outcome of congressional deliberations is uncertain.

Accordingly, among the greatest challenges facing state and local leaders committed to promoting grade-level reading proficiency are finding sustainable funding, addressing the multiple needs of young children, overcoming administrative barriers, and adapting to changing political, economic, and demographic conditions.

- **Finding Sustainable Funding.** Most innovative programs are begun as demonstrations with seed funding—time-limited grants that help start a program but are not intended to sustain it over the long term—from government agencies and private foundations. Yet even when promising programs have demonstrated and documented their success through rigorous evaluations, it is frequently difficult to find adequate funding to sustain them. This challenge will be exacerbated in the current funding environment. As more programs are seeded and communities realize their benefits, state and local leaders will be under pressure to find sufficient, durable funding to sustain them. Moreover, competition for limited resources will likely be greater.
- **Addressing the Multiple Needs of Young Children.** Most public funding that can support the goal of boosting grade-level reading is available through categorical programs that narrowly define the purposes for which resources can be used; the

target populations who are eligible beneficiaries; the agencies and organizations that are eligible grantees and contractors; and the administrative requirements governing applications, funds management, and reporting. Further complicating matters, federal programs are administered by a large number of agencies with differing priorities, leadership, and cultures. This fragmentation is multiplied many times over at the state and local levels. These conditions make it difficult for policymakers and program leaders to successfully blend and braid funding from different sources, and they impede the efforts of state and local leaders to effectively use resources to address the multiple needs of many children and families. Furthermore, as state and local budgets shrink, more pressure will be exerted on GLR leaders to find new funding outside their current budgets.

- **Overcoming Administrative Barriers.** Public programs are often fragmented, and administrative barriers make it difficult to coordinate or combine funds from multiple sources because of different eligibility requirements, application and reporting requirements, and overlapping funding cycles. These factors make it especially difficult to piece together funding to create seamless supports and services for children and families. At the federal level, the Obama administration has taken some positive steps to overcome these barriers. In addition, provisions of

the proposed LEARN Act hold some promise for easing administrative barriers to coordinating funding and programming, though its passage is not certain.

- **Adapting to Changing Political, Economic, and Demographic Conditions.** Programs that achieve long-term sustainability usually have leaders who can adapt to changing conditions in ways that continue to shape their vision and advance their work. They are eager to identify and take advantage of windows of opportunity. For GLR leaders, this means being entrepreneurial, keeping abreast of developments in their state and communities, closely tracking developments in federal agencies and programs that affect funding opportunities, and seizing chances to make the case for promoting investments in early learning and literacy.

Sometimes opportunities arise in unexpected places. For example, a growing interest in school dropout prevention and obesity prevention may provide productive avenues for strengthening and expanding the reach of preschool and early elementary programs that can boost reading proficiency. Accordingly, state and local leaders are encouraged to explore federal funding sources through a wide-angle lens as they seek support for today's needs and position their policies, programs, and capacity-building efforts to take best advantage of emerging opportunities in the future.



Philanthropies need to help states and communities find the matching dollars they need to tap federal funding streams. It's unacceptable to fail to leverage four or five federal dollars for one state dollar because we lack the imagination to figure out good ways to put the matching funds together.

—Ralph R. Smith, *Executive Vice President, Annie E. Casey Foundation*

OVERVIEW OF FEDERAL FUNDING PROGRAMS

The Finance Project staff identified 103 federal programs that can provide funding for activities to promote grade-level reading (GLR) proficiency. These programs are administered by agencies in seven cabinet-level departments—the U.S. Departments of Agriculture, Education, Health and Human Services, Housing and Urban Development, Interior, Justice, and Labor—and three independent agencies—the Corporation for National and Community Service, the National Endowment for the Arts, and the National Science Foundation. In fiscal 2010, these programs expended approximately \$167 billion to fund activities that can promote grade-level reading proficiency.

Funding from these federal programs flows to state agencies, local government entities, school districts, and community-based organizations and groups. It supports direct services for children from birth through age eight and their families. It also supports investments in systems reform and organizational capacity for strengthening, coordinating, and expanding services; monitoring and improving program quality; and tracking the progress and performance of students. These programs fund activities in schools and other community settings. Funding is provided through several types of funding mechanisms, including entitlements, formula block grants, and discretionary grants.

Federal Funding Programs by Agency

Most federal programs that can fund activities to promote grade-level reading proficiency are administered by the U.S. Departments of Education, Health and Human Services, and Agriculture. These three departments account for approximately 83 percent of federal funding programs and approximately 97 percent of the funding provided to states, local entities, and school districts that can support GLR.

Not surprisingly, the largest share of federal programs, approximately 46 percent, is administered by the U.S. Department of Education (DEd). The U.S. Department of Health and Human Services (HHS) and the U.S. Department of Agriculture (DAg) account for another 27 percent of programs and 11 percent of programs, respectively. The remaining 16 percent is widely distributed across other cabinet-level departments and independent agencies. See **Appendix B** for a complete list of federal programs that can fund GLR programs by federal agency.

Highlights

- Federal Funding Programs by Agency
- Federal Funding Mechanisms
- Distribution of Funding by Type
- Matching Requirements

Table 2**Distribution of Federal Funding Available to Promote Grade-Level Reading by Federal Agency**

Federal Agency	Total Fiscal 2010 Funding (dollars in billions)	Percentage of Funding for GLR	Number of Funding Sources
Department of Agriculture	88*	53	11
Department of Health and Human Services	52*	31	28
Department of Education	22*	13	47
Department of Housing and Urban Development	4	2	3
Corporation for National and Community Service	0.6*	< 1	6
Department of the Interior	0.3	< 1	3
Department of Labor	0.1	< 1	1
National Endowment for the Arts	0.1	< 1	1
Department of Justice	0.1	< 1	2
National Science Foundation	Not reported	Not available	1
TOTAL	167	100	103

* Information on some federal program funding within these agencies was not available.

103 federal programs administered by agencies in seven cabinet-level departments and three independent agencies can fund activities to promote grade-level reading proficiency . . .

97 percent of federal funding that can support activities to promote grade-level reading proficiency is administered by three federal departments: Education, Health and Human Services, and Agriculture . . .

36 federal formula grant programs fund activities that can promote grade-level reading proficiency . . .

Although DED administers the largest number of programs, it does not distribute the largest share of federal funding that can support grade-level reading programs. DED programs account for just 13 percent of total federal funding, while DAg accounts for approximately 53 percent and HHS accounts for approximately 31 percent (see [Table 2](#)).

Federal Funding Mechanisms

Federal funds flow to states and communities through different mechanisms, including formula or block grants, discretionary or project grants, and entitlement programs. Each funding source is designed to serve a particular purpose and comes with its own rules and requirements regarding eligibility, use of funds, the application process, and the flexibility of funds. To effectively access federal funds to support GLR proficiency, program leaders must learn how these types of funding operate and have the capacity to fulfill the application and project management requirements that these different mechanisms entail. A list of federal funding programs organized by type is included in [Appendix C](#).

Formula or Block Grants

Formula or block grants provide states with a fixed allocation of funds based on an established formula that is tied to a measure of need, such as the poverty rate. They do not guarantee coverage for all eligible parties. For each block grant, states must regularly submit to the federal agency overseeing the grant a general plan describing the broad functions to be undertaken and the population to be served by the grant-receiving program. States often have discretion in determining how to spend formula and block grants to meet program goals, within broad federal guidelines. So it pays for leaders to consider a few tips to increase their success in accessing these types of funds. (See [Tips for Accessing Formula or Block Grants](#) on page 32. Also, consider the examples of formula and block grants on this page.)

Although states usually are the primary grantees under this funding mechanism, they can allocate funds to localities and other eligible recipients through subgrants and contracts. Approximately one-third of federal programs (36 programs) that can support grade-level reading proficiency administer funding through formula or block grants. They account for approximately 46 percent of the total federal funds available for this purpose.

Examples of Formula and Block Grants

Consider these examples of formula and block grants.

Even Start: Family Literacy Programs. Administered by the U.S. Department of Education, Even Start: Family Literacy Programs provide flexible grant funding to state education agencies to support the educational needs of low-income families with young children. The funds must be used to provide support services to families most in need that include activities in four core areas: adult education, parent education, early childhood education, and interactive literacy activities between parent and child.

Fund for the Improvement of Education. Administered by the U.S. Department of Education, the Fund for the Improvement of Education can be used by state education agencies, local education agencies, institutions of higher education, and public and private organizations to conduct nationally significant programs to improve the quality of education, train teachers to better assist all students in meeting challenging state content standards, and contribute to the achievement of the National Education Goals.

Tips for Accessing Formula or Block Grants



Accessing block grant funds requires substantial time and energy, because the funds generally flow through state-level agencies that maintain specific priorities and agendas. Yet these funds can be a sizable source of long-term, stable funding. Following are tips on identifying and accessing block grant opportunities.

- **Become familiar with the state plan.** For each block grant, funding recipients are required to engage in a formal consultative planning process on a regular basis. It is important to review the state plan, which is available from the administering agency, to determine how the goals and priorities of the initiative align with those of the state plan.
- **Get to know the decisionmakers.** Leaders should know the people responsible for allocating block grants and propose a program that supports identified goals. Depending on the block grant and how it is administered, the decisionmakers may be at the state, county, or city level. It is important to find the key officials within relevant agencies and build relationships, preferably long before submitting the grant. Individuals can also schedule meetings with key officials to provide information on the program and add key officials to mailing lists to keep them informed of developments.
- **Create or join a coalition.** Coalitions can provide access to current information on grade-level reading proficiency issues for young children. They also provide opportunities to join organized education and outreach efforts. Influencing the allocation of block grant dollars is essentially a lobbying effort, and a request carries more weight when it is delivered by a consortium of organizations and groups.

58 federal discretionary grant programs fund activities that can promote grade-level reading proficiency . . .

Discretionary or Project Grants

Discretionary or project grants, the most common federal funding mechanism, support a wide range of targeted federal efforts, from developing parent resource centers to providing educational enrichment. Depending on the program requirements, state and local governments, community-based organizations, or coalitions of community groups and agencies can apply directly to the sponsoring federal agency to gain access to these funds through a competitive bidding process. (See Tips for Accessing Discretionary or Project Grants on page 34. Also, consider the examples of discretionary or project grants on this page.)

Most federal programs (58 programs) that can fund activities to promote grade-level reading proficiency administer funds through discretionary or project grants. They account for approximately 12 percent of the total funds available for GLR purposes. Unlike formula or block grants, the amount received by grantees is not predetermined by a formula, and the uses of funds typically are not as flexible. Successfully accessing discretionary or project grants can be very competitive. It often requires establishing the right partnerships and aligning the strengths of the initiatives to be funded with federal program priorities.

Entitlement Programs

Entitlement programs guarantee that all individuals who meet the specified eligibility requirements can benefit from the program. Some of the entitlement programs listed in this guide include the Child and Adult Care Food Program and the Summer Food Service Program for Children. Some federal entitlements flow directly to state agencies, which operate the program or turn the funds over to local agencies to operate the program. For example, some states operate programs on a statewide basis; in other states, city or county governments run the programs. States may also use federal entitlement funds to contract with private nonprofit agencies to perform specific activities that are part of the state plan. Four entitlement programs can provide funding for supports and services that promote grade-level reading proficiency, Child and Adult Care Food Program, National School Lunch Program: Afterschool Snacks, School Breakfast Program, and Summer Food Service Program for Children. They account for approximately 4 percent of the total federal funds available for these purposes. (See Tips for Accessing Entitlement Programs on page 34. Also, consider the examples of entitlement programs on page 35.)

Entitlement programs are not subject to spending caps. As long as claims filed by local agencies meet the

Examples of Discretionary or Project Grants

Consider these examples of discretionary or project grants

Parental Information and Resource Centers. Administered by the U.S. Department of Education, the Parental Information and Resource Centers program awards discretionary grants to community-based nonprofit organizations or nonprofit organizations in consortia with local education agencies to establish school-linked or school-based parental information and resource centers. At least 50 percent of the grant funds must serve parents who are severely educationally or economically disadvantaged.

Healthy Tomorrows Partnership for Children. Administered by the U.S. Department of Health and Human Services, Healthy Tomorrows Partnership for Children provides grants to community-based child health projects. Funds can be used for activities such as providing primary care for uninsured children and children insured through Medicaid; intervention and care coordination services for children with special health needs; interventions for health promotion through risk reduction in families; adolescent health promotion services; expanded prenatal care and parent education services; and services for special child and family populations.

Tips for Accessing Discretionary or Project Grants

Discretionary grants, sometimes called project grants because of their targeted focus, are awarded directly to applicants through a competitive bidding process. An application for a discretionary grant does not guarantee an award, and the amounts awarded are not based on a formula. Following are tips for identifying and accessing discretionary grant opportunities.

- **Learn about the various grants and deadlines.** This guide includes 58 discretionary grants. Tracking funding availability and deadlines is important. Federal agencies publish notices of funding availability in the Federal Register. Grant seekers can also monitor federal funding opportunities through two other sources: funding “outlooks” and Grants.gov. Funding “outlooks” are published on federal agency websites. These outlooks usually are published annually and provide information on upcoming grant opportunities as well as a schedule of availability. The website Grants.gov enables grant seekers to find and apply for competitive grant opportunities from all federal grant-making agencies. Grants.gov also has an e-mail notification service that alerts users about new funding opportunities.
- **Create partnerships to expand funding options.** Partnerships open many new avenues of funding that might otherwise not be available to individual organizations applying alone. Moreover, many discretionary grants now require collaboration among two or more entities from the community (see Building Partnerships under Diversifying Funding and Financing Strategies in the section A Strategic Approach to Finding Federal Funding).
- **Identify shared funding needs and apply as a consortium.** To minimize grant-writing costs, leaders may consider applying jointly for some discretionary grants.

Tips for Accessing Entitlement Programs

Funding is awarded to states that can use federal entitlement funds to contract with certified providers to perform specific activities that are part of the state plan. Following are tips on accessing entitlement program funds.

- **Become familiar with state and local activities.** Leaders should work closely with the officials in the state agencies that administer programs or the personnel distributing the funds locally.
- **Create partnerships to expand funding options.** Partnering with other public and private organizations can make it easier to access entitlement funds.

4 federal entitlement programs fund activities that can help promote grade-level reading proficiency . . .

requirements of the administering state and federal agencies, there is no limit on the amount of funds that can be paid out. Funding is guaranteed for all eligible individuals, so states can pursue several strategies to increase the amount of funds they draw down.

Other Federal Funding Mechanisms

Although formula grants, discretionary grants, and entitlements are the predominant types of funding mechanisms employed by federal programs that fund GLR activities and investments, some federal programs also use other mechanisms, including contracts, cooperative agreements, and direct payments or vouchers.

- **Contracts**—agreements governing the purchase of strictly specified quantities and types of products and services (e.g., the Inexpensive Book Distribution Program for Reading Is Fundamental).
- **Cooperative Agreements**—framework agreements between a federal agency and a contractor for services to be specified and purchased under defined task orders (e.g., Cooperative Agreements to States/Territories for the Coordination and Development of Primary Care Offices).
- **Direct Payments or Vouchers**—payments or vouchers to individual beneficiaries to enable them to purchase goods and services aligned

with GLR goals and purposes (e.g., food stamps under the Supplemental Nutrition Assistance Program).

Distribution of Funding by Type

The programs profiled in this guide use different mechanisms to transfer funding from the federal government to states, localities, local school districts, community organizations, and families. There is no correlation between the number of programs that use a particular funding mechanism and the share of federal funding that is allocated through that mechanism (see **Table 3**). Therefore, for example, although most of the federal programs (58 programs) that can support GLR purposes use discretionary grants, these grants account for only 12 percent of the total federal dollars for these purposes. In contrast, about one-third of relevant federal programs (36 programs) allocate funding through formula grants that account for nearly half (46 percent) of total relevant federal funding. Only two federal programs can support GLR purposes using direct payments. They are very large, and they account for approximately 38 percent of total funding. Finally, entitlements tend to be very large federal programs to provide guaranteed support to all qualifying children and families. They account for a very small number of sources (only four) that can fund GLR purposes. Entitlements

Examples of Entitlement Programs

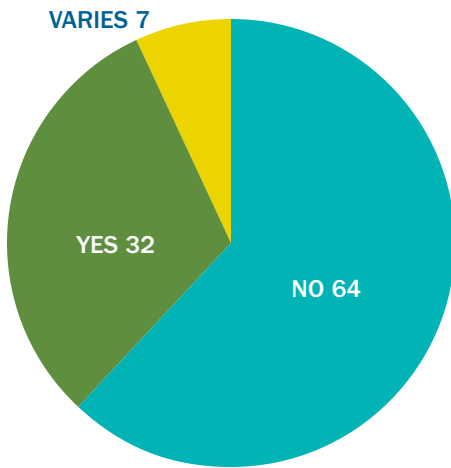
Consider these examples of entitlement programs that are relevant for grade-level reading proficiency efforts.

Child and Adult Care Food Program. Administered by the U.S. Department of Agriculture, the Child and Adult Care Food Program provides funding to reimburse eligible institutions for providing meals and snacks to low-income children and adults receiving day care. Eligible facilities include child care centers, family day care homes, after-school care programs, homeless shelters, and adult day care centers.

Summer Food Service Program for Children. Administered by the U.S. Department of Agriculture, the Summer Food Service Program for Children supports programs for children in low-income areas when school is not in session. Funds provide reimbursement for meals and snacks served during summer youth programs in low-income areas.

Figure 1

Number of Federal Funding Sources by Matching Requirements



Many federal programs require recipients to match a percentage of program funding from their own sources.

account for only about 4 percent of relevant funding, because these programs are primarily directed to other populations and purposes.

Matching Requirements

Many federal programs require recipients to contribute a percentage of program funding from their own sources (i.e., matching funds). Certain funding sources require matching funds to come from state or program dollars. For example, many discretionary grant programs, such as the Learn and Serve America program that provides grants for school and community-based initiatives, require applicants to provide a certain percentage of the project's annual funding as match. Other funding sources allow in-kind contributions.

Note that the entity responsible for providing the match varies depending on the type of grant. For example, grantees

are required to cover the match for discretionary grants, while state agencies provide the match for formula grants. Applicants need to become familiar with the various types of federal funding mechanisms and their specific requirements, including those for matching funds. **Appendix D** lists the relevant funding sources that have matching requirements and includes information on who is eligible to provide the matching funds, if specified. Generally, financial support to meet the match can be drawn from various sources, including nonfederal grants, cash, and in-kind contributions.

Most of the federal programs (64 programs) that can fund GLR activities do not have matching requirements (see **Figure 1**). However, 32 programs do require a match and seven programs have specific requirements that vary based on the type of applicant.



Table 3

Types of Federal Funding Available to Promote Grade-Level Reading

Funding Type	Total Fiscal 2010 Funding (dollars in billions)	Percentage of Total Funding for GLR	Number of Funding Sources
Formula/Block Grant	77*	46	36
Direct Payment	63	38	2
Discretionary/Project Grants	21*	12	58
Entitlement	6*	4	4
Contract	.03	< 1	1
Other (Noncompetitive grant)	.01	< 1	1
Cooperative Agreement	.01	< 1	1
TOTAL	167	100	103

* Information on some federal program funding through these mechanisms was not available.



We need to learn how to blend, braid, and maximize all the funding streams that impact kids from birth to age eight. The current patchwork of programs and funding is well designed to produce the results we have—which have not moved the needle enough in terms of grade-level reading and closing the achievement gap.

—Ralph R. Smith, *Executive Vice President, Annie E. Casey Foundation*

A STRATEGIC APPROACH TO FINDING FEDERAL FUNDING

Identifying relevant programs that can fund activities to promote grade-level reading (GLR) proficiency is the first step toward finding and accessing federal funding. The process should reflect a clear concept of state and local leaders' policy, program, and systems reform goals—*what they want to fund*. Although many states, localities, school districts, and community-based organizations already access one or more of the federal funding sources profiled in this guide, their efforts to secure additional funding and maximize resources from all available sources will be strengthened by adopting a strategic financing approach.

Accordingly, The Finance Project provides additional information and tips for leaders who have different policy and program priorities and who represent different eligible recipients. These tips can help them identify federal programs with potential to fund state and local GLR programs and initiatives and assess whether their current uses of federal funds are effectively aligned with their GLR goals. Are they using the most productive financing strategies? Are they tapping or pursuing the most relevant and reachable funding sources? Do they know the most effective ways to access these programs?

To help answer these questions, this section outlines several key financing strategies that state and local leaders can pursue to better align their efforts to find funding with the programs they want to fund. It also highlights specific funding sources, or “best bets.” “Best bets” can help steer leaders to consider federal programs that can address GLR needs and priorities and position these efforts for sustainability. This information is organized according to:

- what program purposes federal programs can support;
- what state and local entities are eligible to receive federal funding; and
- what target populations are eligible to benefit from the funding.

Highlights

- Adopting a Strategic Financing Approach
- Choosing Among Funding Sources
- Diversifying Funding and Financing Strategies
- Using a Strategic Approach to Search for Federal Funding



Adopting a Strategic Financing Approach

The goal areas identified as supporting GLR purposes offer state and local leaders several complementary pathways to promote early learning and literacy, including programs that address health and developmental needs, social supports and services for children and families, systems reform for schools and community-based organizations, and academic opportunities in and out of school. Although many federal programs can contribute funding to GLR proficiency, they generally are fragmented, categorical, and complex. As a result, they may seem difficult to access.

Adopting a strategic financing approach can help state and local leaders understand how to use available sources of support creatively and effectively to implement, expand, and sustain promising programs and build systems that advance their specific goals for helping children achieve reading proficiency by the end of third grade. Developing a **strategic financing approach** involves these key steps: Leaders need to clearly identify what they want to finance, including the scope and scale of the intended program or service.

- Determine the goals and desired outcomes of the program or service.
- Know what resources are needed, including the amount of funding and the types of in-kind support.
- Think broadly and creatively about different financing strategies and funding sources for addressing fiscal needs.
- Evaluate which available options are the most appropriate to pursue, now and in the future.

A strategic financing approach also promotes risk management by helping state and local leaders build and maintain

a diverse portfolio of funds that balances short- and long-term sources of support, contains a mix of public and private sources, and is aligned closely with the GLR purposes they want to fund.

Answering the Question of Financing for What

An important first step for state and local policymakers, program managers, community leaders, literacy advocates, foundation executives, and researchers is to make some strategic decisions about the kind of investments that are needed to promote grade-level reading proficiency in their state and communities. The most fundamental questions are these:

- What do we want to finance?
- What kinds of supports and services do we want to provide for children from birth through age eight and their families?
- What types of systems and organizational capacities are needed to promote quality programs, track outcomes, and effectively link children and families to the supports they need?

In this context, leaders also need to determine the desired scope and scale of their GLR initiatives.

- How many children and families will be targeted?
- What kind, intensity, and duration of intervention are required?
- What level of management and administrative investment is necessary to reach, serve, and track the target population?

Identifying Relevant Funding Sources

As a second step, state and local leaders must identify and assess the federal funding sources that may be available to support their GLR initiatives and make

strategic decisions about which programs to pursue. This requires understanding the federal funding programs that are relevant to their goals and knowing how to access them. Many federal sources are targeted to certain grantees and contractors. To receive funding, applicants must be eligible organizations and, in some cases, they must also have eligible partners. Some funding flows to states and can then flow to local government agencies that make allocation decisions. Other sources flow directly to local school districts and community-based organizations from the federal government. Still others are targeted to tribal organizations and their partners. Understanding program eligibility and assembling the right team of partners are critical to successfully tapping federal funding.

The nine goal areas offer a broad framework to help leaders explore unlikely or less familiar federal sources and establish innovative partnerships. For example, a GLR leader may seek funds to support home visiting or preventive health care services, rather than a traditional literacy curricula, to address chronic absence due to insufficient access to health care. Similarly, program leaders may be able to frame their programs more broadly and creatively, highlighting the multiple benefits and value they offer. For example, Foster Grandparents, a Senior Corps service learning program involving adults above age 55 who mentor and tutor young children, may be able to promote its ability to support families, enhance young students' academic skills, and increase organizational capacity through the use of volunteers. Creatively framing a literacy initiative can help expand access to different funding streams and help attract new partners.

Choosing Among Funding Sources

The 103 funding sources profiled in this guide can support diverse activities to promote grade-level reading proficiency, from direct services to investments in systems reform and capacity-building at the state and local levels. Not every funding source will be suitable for every effort to promote GLR proficiency. Before applying for federal or other types of funding, state and local GLR leaders need to ask several key questions to determine which funding sources are most appropriate for the goals and scope of their programs. Carefully weighing each of the following factors can ultimately save time and resources, and it can help prioritize efforts to secure funding. Key questions and considerations include these.

- **Eligibility: Is our program eligible for funding?** Some funding sources are limited to certain types of entities and organizations, such as state or local government agencies or community-based organizations, or to specific types of partnerships. Although a program may not be eligible to receive funds directly, leaders may be able to access resources through strategic partnerships with other state and community partners.
- **Mission: Does the funding source fit the mission?** Rather than wasting energy and resources exploring all available funding sources, it is important for GLR leaders to discern whether or not particular funding sources can support their goals. They need to be creative in framing their programs to new funders, but they should not retool their core mission to try to fit the parameters of every federal program, regardless of its relevance.
- **Use of Funds: Does the funding source support the right activities?** Some federal funding sources can

support an array of activities, while others reserve resources for specific populations or services. Before applying for funding, leaders should determine what types of expenditures the federal programs can support and assess whether the fit is right.

- **Added Value: Do the benefits outweigh the costs?** Many federal programs have significant reporting and/or eligibility verification requirements. Creating and maintaining the partnerships required by some funding sources also takes time and effort. Program leaders must fully appraise the costs and benefits of meeting these requirements and determine whether the administrative costs outweigh the financial returns.
- **Matching Requirements: Can leaders leverage the dollars or in-kind contributions needed to meet any required match?** GLR leaders should understand what types of funds are accepted as match for federal program funding—whether it can be drawn from state dollars, private contributions, in-kind contributions, or a certain percentage of the project's annual funding. Then they need to assess their ability to meet this requirement.
- **Diversified Portfolio: Does the funding source expand or create balance in the portfolio?** Part of successfully maximizing funding is ensuring a diverse and balanced portfolio of resources to support GLR programs and initiatives. A change in policy priorities by public or private-sector funders, or a change in economic conditions, can significantly affect the availability of funding for GLR activities from various sources. Ideally, a portfolio should contain an appropriate mix of short-term and long-term, restricted and flexible, and public and private funding sources.

- **Politics: Is accessing this funding source politically feasible?** When assessing the feasibility of pursuing a federal funding source to promote GLR goals, state and local leaders need to assess the political ramifications of competing with other potential partners for limited resources, particularly in a period of severe economic constraints. This can happen, for example, if the funding source already has a long-standing constituency from which the new GLR program would take funding.

Diversifying Funding and Financing Strategies

To successfully support state and local GLR efforts, leaders need to be strategic in the federal grants they pursue. Often, it is best to concentrate efforts and energies on tapping funding sources that are most likely to yield positive results—“best bets.” Leaders will want to be strategic in managing the risk associated with depending too heavily on a single source of funding. Particularly in the current environment, where states and localities are struggling to balance their budgets, some sources of funding may be vulnerable to cuts or elimination. To guard against this risk, GLR leaders need to develop funding portfolios that include multiple sources of support and diversify their financing strategies to meet their financial goals.

The Finance Project has mapped five broad financing strategies that leaders can pursue to support various activities and services (see Overview of Financing Strategies to Support Grade-Level Reading Proficiency on page 42). This guide focuses on a few, complementary strategies that are particularly relevant in the current economic and policy context: maximizing federal revenue, creating more flexibility in

Overview of Financing Strategies to Support Grade-Level Reading Proficiency

Once leaders have determined which programs they want to fund, the next step in a strategic financing approach is to select and implement relevant financing strategies.* Although these strategies can be initiated at the program level, state and local policymakers can also use system-level approaches to build capacity for more effective early learning and literacy initiatives. Decisions about which strategy or combination of strategies is most appropriate will depend on several factors. These include GLR program and infrastructure goals and the types of activities to be funded. Still other considerations are whether a new program needs support or whether funds are needed to expand and sustain proven programs. Of course, the current economic and political environment is a major factor. Five broad financing strategies can guide thinking and subsequent action.

Strategy 1: Making Better Use of Existing Resources Ensuring available GLR resources are spent in the most effective and efficient way helps prevent the need to constantly seek additional funding sources. Efforts to make better use of existing resources include achieving greater efficiencies through administrative streamlining, making better use of in-kind resources, and improving internal operations and management systems. Often, this can free up funds for other GLR purposes that may be more difficult to fund directly.

Strategy 2: Maximizing Public Revenue Maximizing federal and state revenue is a strategy that enables leaders to identify relevant public funding sources and draw down the maximum amount from each source. In addition to using the information in this guide to identify federal funding sources, leaders will need to monitor grant opportunities at the federal and state levels and learn which decisionmakers control the allocation of funds in the state or community.

Strategy 3: Building Partnerships Building partnerships involves joining forces and collaborating with colleagues in other state and local agencies and organizations to expand the base of support for GLR programs and initiatives. These partnerships can occur between and across the public and private sectors. They can help leverage financial resources, contribute leadership, help frame the policy agenda, and contribute to improved reading proficiency outcomes for preschoolers and students in the early grades.

Strategy 4: Creating More Flexibility in Existing Funding Streams Strategies to create more flexibility in existing GLR funding streams involve coordinating and aligning funding from multiple federal, state, and local funding sources to support integrated and coordinated service delivery. This strategy can be key to developing comprehensive support systems and paying for needed GLR supports and services when one funding stream cannot do the job alone.

Note:

*Adapted from Sharon Deich and Cheryl D. Hayes, *Thinking Broadly: Financing Strategies for Youth Programs* (Washington, DC: The Finance Project, 2007).

Strategy 5: Creating New Revenue Developing new revenue sources focuses on raising public- and private-sector funds dedicated to GLR programs, services, and capacities. These funds can be generated at the program level by fundraising, charging fees, and taking advantage of opportunities for unrelated business income.

Maximizing federal funds can significantly expand the funding base, provide a source of stable revenue, and free existing state and local funds for other purposes.

categorical funding streams, and building partnerships. Leaders need to ensure they are using their current resources effectively. Sometimes this just requires policy clarifications or changes; in other cases small up-front investments in strategies to increase access and outreach realizes additional revenue. Success in accessing federal funds often depends on state and local leaders' ability to forge solid partnerships with other agencies and community organizations with similar or compatible goals and interests. In turn, partnerships often help extend the reach of public-sector funds by using these resources to leverage additional public or private funds.

Maximizing Federal Revenue

Federal funding can contribute to a diversified funding portfolio for GLR programs and initiatives. Maximizing federal funds can significantly expand the funding base, provide a source of stable revenue, and free existing state and local funds for other purposes. Several types of federal funding exist (see Federal Funding Mechanisms in the Overview of Federal Funding Programs). Each type differs in terms of how funds flow to grantees—whether the funds flow directly to the initiative, community, state, or individual or are allocated through a fixed allocation or competitive grant process. Although formula or block grants, such as Even Start or the Child Care and Development Block Grant, can be time-consuming to access, this type

of funding can provide stable long-term support and may be worth the initial effort to secure (see Tips for Accessing Formula or Block Grants on page 32).

In addition to formula or block grants, many discretionary or project grants can fill short-term funding gaps and fund specific program components or systems components. These grants often have more extensive application processes, and they may require working with partners. The Parental Information and Resource Centers program and Healthy Tomorrow's Partnerships for Children, for example, are two discretionary grant programs that can be used to support GLR purposes. In deciding whether to pursue these competitive grants, leaders need to assess whether the effort is worth the potential benefit (see Tips for Accessing Discretionary or Project Grants on page 34).

Leveraging is a strategy for maximizing federal revenue by taking advantage of programs that provide funding contingent on state, local, or private spending. To leverage entitlement and block grant dollars, GLR leaders must demonstrate state or local expenditures on allowable activities, using the new funding as a match to draw down additional federal dollars. This may entail designating current state or local spending as eligible in order to draw down new federal matching funds or spending new state or local dollars in order to qualify for the maximum share of federal funding. To effectively leverage federal

funding, it is important for GLR leaders to know:³⁰

- which federal programs require matching;
- what qualifies as eligible matching expenditures under these programs;
- what types of relevant programs and initiatives are funded from state and local revenues;
- whether all eligible expenditures are submitted or claimed for matching; and
- whether, in the case of federal block grants, the maximum amount of funding is being drawn down by the state or whether an additional match would enable the state to draw additional federal program funding.

Creating More Flexibility in Categorical Funding Streams

A significant challenge for state and local leaders is blending and braiding resources from different funding streams to create coherent, cohesive programming for very young children and students in the early grades, rather than simply meeting the requirements of various public funding sources. Program leaders can look for opportunities to work with policymakers to streamline the process of accessing multiple funding sources. Coordinating funding and pooling funds are two ways to help make multiple funding streams work together (see Blending Federal Funds to Promote Literacy and Engage Families in Tribal Settings on page 44).

³⁰ Nancy Reder, *Financing Out-of-School Time and Community Schools Initiatives: A Guide to Federal Funding Sources and Strategies* (Washington, DC: The Finance Project, 2000).

Blending Federal Funds to Promote Literacy and Engage Families in Tribal Settings*

The Confederate Tribes of the Grande Ronde Community of Oregon includes more than 20 tribes and bands from western Oregon and northern California. Grande Ronde operates an Early Childhood Education (ECE) program funded through Head Start and the Child Care and Development Block Grant (CCDBG). The year-round program provides both Head Start and child care services from 7:30 a.m. to 5:30 p.m. to as many as 37 families a year, including tribal and nontribal children.

To increase parent participation, ECE staff developed Literacy Night, a monthly family get-together focused on reading, parent-child engagement, and fun literacy activities. Literacy Night has two goals: attract and hold the interest of parents and children by providing educational activities and address the literacy needs of families, many of whom lack books in their homes.

Each Literacy Night begins with a nutritious family-style dinner served at 5:30 p.m. followed by story time. During story time, families read a selected story as part of a group. The books selected are based on a theme, such as nutrition, mental health, or Chinuk, the native tribal language. Parents then work with their children on three or more activities related to the story. At the end of the evening, hardcover copies of the story are distributed to each preschool child, and parents are given tips on encouraging literacy at home.

Community partners such as the local library contribute to ECE's literacy efforts by extending hours of operation and encouraging families to sign up for library cards. To maintain a cultural connection to reading, the Chinuk Immersion Classroom also hosts a special Literacy Night. It provides intensive language instruction to children in both oral and written language and translates one book per year into Chinuk. Community partners work with the ECE program's disabilities coordinator and educational service staff to ensure children with special communication needs can access their native language.

The use of CCDBG and Head Start funds has successfully increased the number of available literacy activities that promote grade-level reading and parent engagement. The Literacy Nights have enabled ECE staff to get to know the families better, and families enjoy being part of their children's learning. Parent participation has increased, and a parent committee was formed to help with planning efforts. The parent committee began a Library Readers program in which volunteers read to children once a week.

More information on the effective program strategies that tribes are using can be found at <http://nccic.acf.hhs.gov/tribal/effective/effective.html>.

Note:

* Tribal Child Care Technical Assistance Center, "Effective Program Strategies: Literacy Outreach to Families—The Confederate Tribes of the Grande Ronde of Oregon" [accessed November 2010].



Building Partnerships

The dramatic downturn in the economy since 2008 has threatened the budgets of most states and localities. As budgetary pressures have become more acute, many child and family leaders are motivated to seek out new partners to advance their work and make better use of available resources. In addition to maximizing federal revenue, building effective partnerships is a key strategy for successfully financing and sustaining the programs and services that can help promote GLR goals and purposes. Federal funds often flow to targeted entities, including state agencies, local government entities, school districts, and community-based organizations. Collaboration among these parties can benefit GLR programs and initiatives by:

- increasing access to funding opportunities, because some grants may be available to one of the partners (e.g., a local government agency) but not others;
- sharing grant-writing time and cost burdens;
- eliminating duplication of effort; and
- cultivating new champions and community support for the GLR program.

Every community and region has different public and/or private organizations that can be partners for grade-level reading programs (see Potential Partners for Grade-Level Reading Initiatives on page 46). Leaders should be strategic in seeking partners, keeping in mind that many local groups and organizations

have an interest in ensuring young children develop essential read skills. Besides schools, business leaders, institutions of higher education, social services agencies, and future employers are interested in ensuring the next generation is healthy and prepared to succeed in school and compete in the job market.

Although each partnership is unique, effective partnerships share several key characteristics.³¹

- They bring together representatives from the public and private sectors to work toward a common agenda (see Thrive by Five Washington: Supporting Children Through Active Partnerships on page 48).
- All partners contribute time, money, expertise, and other resources; in return, they all derive benefits from working together.
- Partners work together toward common goals and objectives.

When they are conceived and executed well, public-private partnerships combine the assets of each partner to mobilize resources and expand literacy supports and services for young children. For example, government officials and agencies bring experience, political legitimacy, stable resources, and public infrastructure to the table. Foundations can bring flexible funding to launch innovative GLR programs and practices and help mobilize broad state and community leadership. Business leaders can bring political clout and targeted support that can be the glue for connecting the

pieces of comprehensive, community initiatives by offering special expertise, an innovation mindset, and credibility with policy leaders. Educators and early childhood providers can bring the strong support of teachers and other professional education organizations. Finally, community leaders and parents can bring a public voice to strategizing and decisionmaking as well as help to mobilize a broad base of community support.

Using a Strategic Approach to Search for Federal Funding

Of the 103 federal funding programs profiled in the guide, most (98 programs) are targeted to direct services that can promote grade-level reading proficiency (e.g., home visiting, parent literacy, child health and developmental screening, and language development components in early care and education programs). Most of these funding sources can support multiple activities and investments. They also are available to eligible government and private-sector agencies and organizations, and some are targeted to benefit specific vulnerable populations in need. As state and local leaders frame their goals for grade-level reading proficiency and develop strategic plans for specific programs and infrastructure investments, they can begin their efforts to identify relevant federal programs in several ways.

³¹ Sharon Deich, *A Guide to Successful Public-Private Partnerships for Out-of-School Time and Community School Initiatives* (Washington, DC: The Finance Project, 2001).

Potential Partners for Grade-Level Reading Initiatives

Partnerships provide opportunities for grade-level reading initiatives to access funding and in-kind support, leadership, and technical assistance (see Tips for Making Effective Use of Partnerships to Expand Funding Options on page X). Many federal funding sources now require collaborative arrangements. When looking for potential partners, state and local leaders should consider the following entities:

- city and county government, particularly libraries, human services, and economic development agencies;
- business leaders;
- providers of social services and other nonprofit organizations;
- child care providers/Head Start providers and out-of-school time providers;
- United Way organizations;
- representatives of the health community;
- community and regional foundations;
- local public schools, charter schools, and school districts; and
- institutions of higher education.

Tips for Making Effective Use of Partnerships to Expand Funding Options

Program leaders can follow these tips to expand access to funding through partnerships.

- Do not limit federal funding options to grants that can be applied for directly. Learn about entities in the community that share similar goals and explore new ways to work together.
- Think strategically when identifying potential partners and incorporate collaboration strategies into the sustainability plan.
- Do not wait until a grant notice appears to begin thinking about collaboration. Building a partnership takes time and effort, but it will pay off by helping gain community support and champions and by establishing relationships that can help increase access to diverse federal programs and other public and private funding sources.
- Be prepared to take the initiative in writing the grant proposal.
- Allow enough time to write the proposal. Collaborating on a proposal generally takes longer because there are more individuals and partners who have input into the process.

Finding Federal Programs to Serve Specific Purposes

To successfully fund their GLR programs, state and local leaders need to align closely their direct service and infrastructure needs and the federal funding that can support these purposes (see Framework of Goal Areas and Purposes of Federal Funds for GLR on page 49). Thinking broadly and creatively about various funding options is critical. To help users of the guide quickly identify funding sources that can support specific activities and services, the program profiles included in the guide's Catalog of Federal Programs identify the key GLR goal areas and purposes for which specific program funds can be used. Additionally, Appendix A provides an "at-a-glance" crosswalk of federal programs and the nine goal areas and purposes.

Understanding the Framework of Goal Areas and Purposes

Within each goal area, The Finance Project identified specific categories of activities and investments that federal funding sources can support.

Quality Early Care and Education.

Includes home and center-based care; family, friend, and neighbor care; prekindergarten programs, and school readiness initiatives for children from birth through age five, including programs serving children with special needs and/or other special populations.

- **Home and center-based care**—child care provided in homes or centers.
- **Family, friend, and neighbor care**—child care provided in informal, unregulated care settings.
- **Prekindergarten programs**—state-funded programs for children ages

three and/or four to attend prior to kindergarten.

- **School readiness initiatives**—programs designed to prepare children to enter a school that may address needs in academic and social areas.

Pediatric Health. Includes comprehensive physical health and child development services, including maternal and child health care; developmental screenings; home visiting services, and nutrition, oral health, and social-emotional health services.

- **Immunizations**—provision of immunizations to infants and young children.
- **Health insurance enrollment**—outreach to enroll eligible, underserved populations into public health insurance programs.
- **Prenatal care**—maternal health care services to improve child health outcomes.
- **Developmental screening and follow-up services**—implementation of screening and follow-up health services for children from birth through age eight.
- **School-based nurses and health clinics**—provision of comprehensive health services while children attend school.
- **Access to healthy and nutritious food**—efforts to improve the availability of nutritious food and develop healthy active living standards for young children and their families.

Professional Development and Workforce.

Includes services to promote an aligned and supportive professional development system for teachers and child care providers, including training, credentials, accreditation, coaching, mentoring, registries, compensation, and retention strategies.

- **Career ladder**—the vertical progression of practitioners in the early childhood field to positions of higher skill and compensation.
- **Training and technical assistance**—guidance and support for states, localities, and programs on the implementation of initiatives related to grade-level reading proficiency.
- **Access to training and education**—focus on teacher and practitioner access to adequate professional training and education to serve young children.
- **Compensation, benefits, and working conditions**—salary enhancements, benefits, and factors affecting the employment of teachers and practitioners in the early childhood field.
- **Family Support**—Includes services to educate and engage parents caring for young children through home visiting, parent leadership and parenting skills training, and supports.
- **Home visiting**—an early intervention strategy to address issues such as maternal and child health, positive parenting practices, safe home environments, and access to services.
- **Parent resource centers**—resources to support families, connect them to community services, and enhance the healthy development of children.
- **Parent engagement**—actively involving parents in decisions affecting children, schools, and communities.
- **Family health services**—health care services and supports for families.
- **Family stability services**—supportive services provided to families, including unemployment compensation, cash assistance, food assistance, child care, and employment and training assistance.

Thrive by Five Washington: Supporting Children Through Active Partnerships

Created in 2006, Thrive by Five Washington is a nonprofit public-private partnership working to ensure all children in Washington have the opportunity to thrive by the time they are five years old. The partnership actively leverages relationships in communities across the state in its efforts to build a coordinated early learning system that prepares children to succeed in school. Establishing strong relationships with both public and private entities enables the organization to combine resources and skills across sectors and ultimately build a stronger case for early learning in the state.

Thrive by Five Washington participates in several early learning partnerships that focus specifically on literacy and promote grade-level reading. It also contributes to partnerships aimed at improving program and resource coordination and system building to create a firm foundation for scaling up and sustaining promising programs over time. Following are some of these partnerships.

Culture of Literacy Initiative. Based on the idea that literacy begins in infancy, Thrive by Five supports the expansion of early literacy programs in four early learning coalitions, representing a dozen counties throughout the state. Most of the \$350,000 investment of public and private funds for this work supports some new and existing literacy programs, including Reach Out and Read Washington, the statewide arm of a national program that supports early literacy. The national program calls on pediatricians to give new books to children and advice to parents.

Statewide Early Learning Plan. Thrive by Five worked in partnership with the office of the superintendent of public instruction and the state department of early learning to create a statewide early learning plan in time for the 2010 legislative session.

Early Learning Advisory Council. Early Learning Advisory Council representatives from around the state, including two from Thrive by Five Washington, meet regularly to provide input and recommendations to the state department of early learning so its strategies and actions are well informed and broadly supported by parents, child care providers, health and safety experts, and interested members of the public.

Early Learning Governance Structures. Organizations partner around the common goals of early learning through the state's **Early Learning Partnership, Early Learning Action Alliance, and Early Learning Communications Roundtable**. These groups work together to improve early learning opportunities for all Washington children by coordinating messages and advocating for integrated policies on key issues related to school readiness and other child outcomes related to grade-level reading.

For more information on Thrive by Five Washington, visit <http://www.thrivebyfivewa.org/>.

Framework of Goal Areas and Purposes of Federal Funds for GLR

As outlined in the Introduction, the framework reflects the major types of activities that are part of the grade-level reading field and includes nine broad goal areas aligned with the four Annie E. Casey Foundation recommendations:

Recommendation 1: Develop a coherent system of early care and education that aligns, integrates, and coordinates what happens from birth through third grade so children are ready to take on the learning tasks associated with fourth grade and beyond.

Recommendation 2: Encourage and enable parents, families, and caregivers to play their indispensable roles as co-producers of good outcomes for their children.

Recommendation 3: Prioritize, support, and invest in results-driven initiatives to transform low-performing schools into high-quality teaching and learning environments in which all children, including those from low-income families and high-poverty neighborhoods, are present, engaged, and educated to high standards.

Recommendation 4: Find, develop, and deploy practical and scalable solutions to two of the most significant contributors to the underachievement of children from low-income families—chronic absence from school and summer learning loss.



Curriculum and Standards. Includes services to promote the alignment of standards, assessment, and curricula for children from birth through third grade, including the development of curriculum, efforts to align curriculum and standards, and assessment.

- **Curriculum development**—development of literacy curriculum or instructional materials.
- **Alignment strategies**—efforts to align curriculum, standards, and assessment.

Educational Intervention and Improvement Programs. Includes efforts to align early care and education with kindergarten through grade three, including programs and funding to prevent chronic absenteeism and improve schools, teachers, or curricula to improve outcomes for students from kindergarten through grade three.

- **School reform**—efforts to improve teaching and learning in schools, including the “turnaround” of low-performing schools.
- **Academic support for special populations**—services focused on the academic needs of special populations, including English language learners, rural and tribal populations, and children with special learning needs.
- **Summer learning loss**—programs to address the loss of academic learning children experience over the summer vacation.
- **Absenteeism prevention strategies**—efforts to track and prevent chronic absenteeism in schools.
- **Digital learning**—use of digital content and tools to enhance learning.

After-School and Out-of-School Time Programming. Includes academic, remedial, arts, recreational, and leadership programs and services offered

to children outside normal school hours, including before-school and after-school programs, summer programs, and other expanded learning opportunities in diverse settings.

- **Academic programs and activities**—programs during and outside school hours that focus on academic supports for children.
- **Recreational program and activities**—programs during and outside school hours that focus on recreational opportunities for children, such as arts or physical fitness activities.
- **Positive development opportunities**—services and opportunities focused on prevention, intervention, and developmental programs for school-age children.

Literacy and Tutoring Programs.

Includes programs aimed at improving the literacy of young children, including early reading programs and other expanded learning opportunities.

- **Supply and distribution of books and reading materials**—efforts to increase availability of and access to reading materials for young children and their families.
- **Family literacy initiatives**—programs dedicated to supporting the literacy of adult caregivers as well as young children.
- **Academic support and tutoring for students**—programming that provides academic support and tutoring on a range of subjects for children in school.

Systems and Organizational Capacity Building. Includes the underlying systems and organizational capacities that support and enhance the effectiveness of GLR programs, including resident engagement and leadership; planning, coordination,

and collaboration; and communication efforts. Also includes strategies to implement or improve the coordination of data systems in states and localities, including schools and community-based organizations, in order to track children and their educational outcomes to promote results-driven practices.

- **Service learning and use of volunteers**—a strategy that simultaneously builds the capacity of organizations and integrates community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.³²
- **Community engagement and public awareness**—active involvement of the community and key stakeholders in the promotion of grade-level reading proficiency.
- **Planning, coordination, and collaboration among policymakers and other key stakeholders**—efforts to plan, coordinate, and collaborate at the national, state, or local levels to network, share best practices, and collectively support grade-level reading proficiency.
- **Data collection and evaluation to promote results-driven practices**—initiatives to track children and outcomes across multiple settings and make decisions based on this data.

“Best bets” to align federal program funding opportunities with the Annie E. Casey Foundation recommendations to promote GLR proficiency can be found in Table 4. The programs were selected because they can be used to fund programs and services in goal areas related to each recommendation.

Forty-seven programs can fund activities related to systems and organizational capacity building (e.g., developing data management systems, promoting program and provider quality, expanding

³² See <http://www.servicelearning.org/what-service-learning>.

Table 4

Best Bets for Federal Funding to Promote Grade-Level Reading Programs and Services

Annie E. Casey Foundation Recommendation to Promote GLR	Federal Agency	Best Bets for Funding GLR
Recommendation 1: Develop a coherent system of early care and education that aligns, integrates, and coordinates what happens from birth through third grade so children are ready to take on the learning tasks associated with fourth grade and beyond.	Department of Health and Human Services, Administration for Children & Families, Office of Child Care	Child Care and Development Block Grant —Funds can support early care and education and family support through improved availability and access to quality child care, professional development of practitioners, child care resource and referral, and training and technical assistance.
	Department of Health and Human Services, Administration for Children & Families, Office of Head Start	Head Start —Head Start funds flow to community organizations through subcontracts with child-serving agencies. The national technical assistance center and early childhood advisory councils contribute to the development of a coherent early care and education system by offering tools and guidance to states.
	Department of Education, Office of Elementary and Secondary Education	Striving Readers Comprehensive Literacy Program —Funds may be used by states to create comprehensive GLR plans that promote basic literacy through support for preliteracy skills, reading, and writing for students from birth through grade 12, including limited-English-proficient students and students with disabilities. Funds must be used in Title I-eligible public schools serving grades 6–12 with significant numbers of students reading below grade level.
Recommendation 2: Encourage and enable parents, families, and caregivers to play their indispensable roles as co-producers of good outcomes for their children.	Department of Health and Human Services, Administration for Children and Families	Temporary Assistance for Needy Families —Funds can support families by helping prepare parents of young children through job preparation activities and work supports, including school-age care, education and job training, transportation, housing, and wage supplements.
	Department of Health and Human Services, Health Resources and Services Administration	Affordable Care Act, Maternal, Infant, and Early Childhood Home Visiting Program —Funds can be used to improve coordination of services and to identify and provide evidence-based home visiting programs to improve outcomes for families in at-risk communities.
	Department of Health & Human Services, Administration for Children & Families, Children's Bureau	Community-Based Family Resource and Support Grants —Funds can be used to help states develop, maintain, or expand community-based and public or private partnerships that focus on the development of healthy and positive parents and children.
Recommendation 3: Prioritize, support, and invest in results-driven initiatives to transform low-performing schools into high-quality teaching and learning environments in which all children, including those from low-income families and high-poverty neighborhoods, are present, engaged, and educated to high standards.	Department of Education, Office of Elementary and Secondary Education	Title I Grants to Local Education Agencies —Local education agencies and public schools have flexibility to determine how best to use their Title I funds to promote learning for at-risk children. Funds may be used to upgrade the overall instructional program or to pay for direct instruction, purchase instructional materials and equipment, and provide instructional support services, including school readiness initiatives and other supports for children from birth to school entry.
	Department of Education, Office of Elementary and Secondary Education	School Improvement Grants —Local education agencies can use funds to implement required school intervention models or corrective actions targeted to young children in school improvement or restructuring plans.
	Department of Education, Office of Elementary and Secondary Education	Teacher Incentive Fund —Funds can be used for performance-based teacher and principal compensation systems to improve student achievement by improving teacher and principal effectiveness, reforming compensation systems so teachers and principals are rewarded for increases in student achievement, increasing the number of effective teachers teaching poor, minority and disadvantaged students, and creating sustainable, performance-based compensation systems.
Recommendation 4: Find, develop, and deploy practical and scalable solutions to two of the most significant contributors to the underachievement of children from low-income families—chronic absence from school and summer learning loss.	Department of Education, Office of Innovation and Improvement	Investing in Innovation Fund —Funds can be used to expand the implementation of innovative practices demonstrated to have a positive impact on improving student achievement, closing achievement gaps, decreasing dropout rates, and increasing high school graduation rates.
	Corporation for National and Community Service	Learn and Serve America: School and Community-Based Programs —Funds can be used for planning and capacity building; operating and expanding service learning programs through grants to local partnerships; implementing and expanding school-based programs involving adult volunteers to use service learning to improve the education of students; and providing training and technical assistance to qualified organizations.
	Department of Agriculture, National Institute of Food and Agriculture	Children, Youth, and Families at Risk Initiative —Funds can be used for training, after-school and summer programs, mentoring, school enrichment, resource centers and support groups for adults, and community forums. They can also be used for computer hardware, and technology training, and Internet connections to provide access to low-income youth and adults.

Table 5

Best Bets for Federal Funding for Systems Building and Organizational Capacity Building

Best Bets for GLR Systems Building and Organizational Capacity Building	Federal Agency	Systems Building and Organizational Capacity Building			
		Service learning and use of volunteers	Community engagement and public awareness	Planning, coordination, and collaboration among policymakers and other key stakeholders	Data collection and evaluation to promote results-driven practices
Affordable Care Act Maternal, Infant, and Early Childhood Home Visiting Program	Department of Health and Human Services, Health Resources and Services Administration			✓	✓
AmeriCorps	Corporation for National and Community Service	✓	✓		
Arts in Education	Department of Education, Office of Innovation and Improvement			✓	
Child Care and Development Block Grant	Department of Health and Human Services, Administration for Children and Families, Office of Child Care			✓	✓
Childhood Lead Poisoning Prevention Projects—State and Local Childhood Lead Poisoning Prevention and Surveillance of Blood Lead Levels in Children	Department of Health and Human Services, Centers for Disease Control and Prevention		✓		✓
Children, Youth, and Families at Risk Initiative	Department of Agriculture, National Institute of Food and Agriculture			✓	✓
Community Development Block Grant Entitlement Grants	Department of Housing and Urban Development, Office of Community Planning and Development			✓	✓
Community Development Block Grant: States' Program	Department of Housing and Urban Development, Office of Community Planning and Development			✓	
Community Health Centers (Part of Consolidated Health Centers: Community Health Centers, Migrant Health Centers, Health Care for the Homeless, Public Housing Primary Care, and School Based Health Centers)	Department of Health and Human Services, Health Resources and Services Administration			✓	
Community Programs to Improve Minority Health Grant Program	Department of Health and Human Services, Office of Minority Health, Office of Public Health and Science		✓	✓	
Community Services Block Grant	Department of Health and Human Services, Administration for Children and Families, Office of Community Services			✓	
Cooperative Agreements to States/Territories for the Coordination and Development of Primary Care Offices	Department of Health and Human Services, Health Resources and Services Administration			✓	

Best Bets for GLR Systems Building and Organizational Capacity Building	Federal Agency	Systems Building and Organizational Capacity Building			
		Service learning and use of volunteers	Community engagement and public awareness	Planning, coordination, and collaboration among policymakers and other key stakeholders	Data collection and evaluation to promote results-driven practices
Reduction and Prevention of Children's Exposure to Violence (Safe Start)	Department of Justice, Office of Juvenile Justice and Delinquency Prevention		✓	✓	
Retired and Senior Volunteer Program	Corporation for National and Community Service	✓			
Social Services Block Grant	Department of Health and Human Services, Administration for Children and Families			✓	
Special Education: Preschool Grants	Department of Education, Office of Special Education Programs			✓	
Special Education: State Personnel Development	Department of Education, Office of Special Education Programs			✓	
Special Education: Grants for Infants and Families with Disabilities	Department of Education, Office of Special Education Programs			✓	
Striving Readers Comprehensive Literacy Program	Department of Education, Office of Elementary and Secondary Education			✓	✓
Teacher Incentive Fund	Department of Education, Office of Elementary and Secondary Education				✓
Team Nutrition Grants (Team Nutrition Training Grants)	Department of Agriculture, Food and Nutrition Service		✓	✓	
Transition to Teaching Program	Department of Education, Office of Innovation and Improvement			✓	
Volunteers in Service to America (AmeriCorps* VISTA)	Corporation for National and Community Service	✓	✓	✓	

Table 6

Best Bets for Federal Funding Sources That Promote Grade-Level Reading by Eligible Grantee

	Best Bets for Funding GLR	Federal Agency	Who Can Access
Indian Tribes	Indian Child and Family Education	Department of the Interior, Bureau of Indian Affairs, Office of Indian Education Programs	Federally recognized Indian tribal governments and tribal organizations authorized by Indian tribal governments on reservations with schools funded by the Bureau of Indian Affairs may apply to administer an early childhood education, an adult education program, and parenting skills programs for parents and their Indian children below age eight who live on a reservation.
	Indian Education: Demonstration Grants for Indian Children	Department of Education, Office of Elementary and Secondary Education, Office of Indian Education	State-designated Indian tribes, public nonprofit institution/organization, small businesses (less than 500 employees), and quasi-public nonprofit institutions/organizations should consult designated state point-of-contact to access funds to support educational opportunities for children.
State Education Agencies	School Improvement Grants	Department of Education, Office of Elementary and Secondary Education	State education agencies with approved state plan amendments are eligible to receive funds to implement specified school intervention models.
	Improving Teacher Quality State Grants	Department of Education, Office of Elementary and Secondary Education	State education agencies may apply to Department of Education for funds using the consolidated state application to request funding to support projects that improve teacher quality.
State/Territorial Agencies	Affordable Care Act (ACA) Maternal, Infant, and Early Childhood Home Visiting Program	Department of Health and Human Services, Health Resources and Services Administration	Funding is limited to a single application from each state, the District of Columbia, Puerto Rico, Guam, the Virgin Islands, the Northern Mariana Islands, and American Samoa. The governor designates which entity (or group of entities) may apply for/accesses funds and administers home visiting programs.
	Maternal and Child Health Services Block Grant	Department of Health and Human Services, Health Resources and Services Administration	Funds are limited to states and territories to maintain and strengthen planning, promoting, coordinating and evaluating health care services for pregnant women.
Institutions of Higher Education	School Leadership Program	Department of Education, Office of Innovation and Improvement	Institutions of higher education in partnership with high-need local education agencies may apply for funds to support local education agencies in their efforts to develop, enhance, or expand innovative programs to recruit, train, and mentor principals or assistant principals for high-need schools.
	Transition to Teaching Program	Department of Education, Office of Innovation and Improvement	Institutions of higher education, in partnership with a high-need local education agency or charter school, may apply for funds to recruit and retain highly qualified professionals as teachers in high-need schools.

	Best Bets for Funding GLR	Federal Agency	Who Can Access
Local Education Agencies	Striving Readers Comprehensive Literacy Program	Department of Education, Office of Elementary and Secondary Education	State education agencies may apply for and subgrant funds to local education agencies and early childhood providers. One or more local education agencies that receive Title I funds and have one or more high schools or middle schools with significant numbers of students reading below grade level and at risk of not meeting Title I annual yearly progress requirements are eligible for formula grants. Entities eligible for discretionary subgrants are local education agencies or other nonprofit providers of early childhood education that partner with organizations or agencies with a demonstrated record of effectiveness in improving the early literacy development of children from birth through kindergarten entry and in providing professional development in early literacy.
	21st Century Community Learning Centers (21st CCLC)	Department of Education, Office of Elementary and Secondary Education	Local education agencies may apply to state education agencies, which use their allocations to make competitive awards to eligible entities. States must give priority to applications that are jointly submitted by a local education agency and a community-based organization or other public or private entity that supports the creation of community learning centers to provide academic enrichment opportunities primarily for students attending low-performing schools.
Local Public Agencies	Consolidated Health Centers (Community Health Centers, Migrant Health Centers, Health Care for the Homeless, Public Housing Primary Care, and School-Based Health Centers)	Department of Health and Human Services, Health Resources and Services Administration	Public and nonprofit private entities, including tribal, faith-based, and community-based organizations, may apply for funds to increase access to comprehensive primary and preventive health care and improve the health status of underserved and vulnerable populations.
	Arts in Education	Department of Education, Office of Innovation and Improvement	Local education agencies; institutions of higher education; museums and other cultural institutions; and any other public or private agencies, institutions, or organizations may apply for funding to develop school-community partnership programs that improve educational performance.
Nonprofits/Community-Based Organizations	Parental Information and Resource Centers	Department of Education, Office of Elementary and Secondary Education	Nonprofit organizations (community-based organizations) and nonprofit organizations in consortia with local education agencies may apply for funds to establish school-linked or school-based parental information and resource centers.
	Healthy Start Initiative	Department of Health and Human Services, Health Resources and Services Administration	Nonprofits/community-based organizations may apply for funds to support communities with significant disparities in prenatal health and build the state's infrastructure/capacity to address and support communities trying to achieve the goals of Healthy Start.



25 programs offer funding opportunities for grade-level reading programs and capacity-building that are targeted to special populations, including children with disabilities, Native American children, children who are learning English as a second language, and children living in rural areas

access to programs and services, and evaluating the effects and effectiveness of GLR investments). “Best bet” funding sources that can support systems and organizational capacity building that help leaders effectively implement and sustain grade-level reading proficiency efforts can be found in **Table 5**.

Determining Eligibility for Federal Funding Programs

Before pursuing funding from specific federal sources, state and local leaders need to know whether their GLR programs are eligible to receive funding from these sources. Some state and local leaders may begin their search for federal funding by identifying programs for which their agencies and organizations are eligible recipients. Eligible grantees for public funding sources usually are specified in the grant announcement. They also are identified in the funding profiles in the guide’s Catalog of Federal Programs. In some cases, programs are open to any public or private organization; in others, eligibility may be limited to state and local government entities, tribal organizations, school districts, or institutions of higher education. If an organization is not among the entities eligible to receive funding, leaders can consider whether they can form productive partnerships with eligible organizations in their state and communities in order to seek these funds. See **Table 6** for examples of potential federal funding sources by eligible entity.

Finding Federal Programs to Fund Services for Special Populations

To maximize federal funding for direct services, state and local leaders may also want to identify programs, such as those authorized under the Individuals with Disabilities Education Act (IDEA), that support activities targeted to specific groups of young children and their families. Twenty-five programs profiled in this guide aim to meet the specific needs of English language learners, children in rural or tribal settings, or children with other special needs. Even if a state or local program serves a broader population, tapping funding targeted to special populations can help fund services for the children and families who qualify under the federal program’s eligibility criteria. Across the federal government, 25 programs offer funding opportunities for GLR purposes and are targeted to special populations. DEd offers 19 of these 25 programs; Interior offers three programs targeted specifically to tribal organizations to benefit Native American children and families. See **Table 7** for “best bets” that can fund activities to address the early learning and literacy needs of four key target populations: English language learners, tribal populations, rural populations, and students with special needs.

Table 7

Best Bets for Federal Funding Targeted to Special Populations

Annie E. Casey Foundation Recommendation to Promote GLR	Federal Agency	Best Bets for Funding GLR
Recommendation 1: Develop a coherent system of early care and education that aligns, integrates, and coordinates what happens from birth through third grade so children are ready to take on the learning tasks associated with fourth grade and beyond.	Department of Education, Office of Special Education Programs	Preschool Grant program (IDEA Part B) and Early Intervention Programs for Infants and Toddlers with Disabilities (IDEA Part C) can be used to implement statewide early intervention systems. States receive funds to assist in providing a free appropriate public education to children with disabilities ages three through five and, at a state's discretion, to two-year-old children with disabilities who will reach age three during the school year. IDEA Part C funds can help states to develop and implement statewide, comprehensive, coordinated, multidisciplinary, interagency systems to provide early intervention services for infants and toddlers with disabilities and their families. Funds can also be used to provide direct services for eligible infants and toddlers with disabilities from birth through age two and their families not otherwise provided by other public or private sources.
Recommendation 2: Encourage and enable parents, families, and caregivers to play their indispensable roles as co-producers of good outcomes for their children.	Department of the Interior, Bureau of Indian Affairs, Office of Indian Education Programs	Indian Child and Family Education targets children from birth through age five and their families and K–3 students to provide family literacy services for parents and children at home and at school. It encourages educating children at an early age through parental involvement to increase high school graduation rates among Indian parents and to encourage lifelong learning. Indian tribal governments and tribal organizations must use these funds to support early childhood education, adult education, and parenting skills for parents and their Indian children below age eight who live on a reservation with a Bureau of Indian Affairs-financed school.
Recommendation 3: Prioritize, support, and invest in results-driven initiatives to transform low-performing schools into high-quality teaching and learning environments in which all children, including those from low-income families and high-poverty neighborhoods, are present, engaged, and educated to high standards.	Department of Education, Office of Elementary and Secondary Education	Small, Rural School Achievement funds rural districts to assist in meeting their state's definition of adequate yearly progress. Rural local education agencies and charter schools can use funds to carry out the following federal programs: • Improving the Academic Achievement of Disadvantaged Children (Title I, Part A); • Teacher and Principal Training and Recruiting (Title II, Part A); • Enhancing Education Through Technology (Title II, Part D); • Language Instruction for Limited-English-Proficient and Immigrant Students (Title III); • Safe and Drug-Free Schools (Title IV, Part A); • 21st Century Community Learning Centers (Part B of Title IV); and • Innovative Programs (Title V, Part A).
Recommendation 4: Find, develop, and deploy practical and scalable solutions to two of the most significant contributors to the under-achievement of children from low-income families—chronic absence from school and summer learning loss.	Department of Education, Office of Elementary and Secondary Education	Education for Homeless Children and Youth funds activities and services to ensure homeless children and youth enroll in, attend, and achieve success in school. It also supports an Office for Coordination of Education of Homeless Children and Youth in each state to gather comprehensive information about homeless children and youth and the impediments to their regular school attendance. Funds can support various activities, including tutoring, summer enrichment programs, the provision of school supplies, and professional development to heighten educators' understanding and sensitivity to the needs of homeless children and youth.



The outcomes that leaders seek for improved reading proficiency cannot be achieved without mobilizing resources in new ways. Effective financing strategies should be driven by a compelling and well-conceived policy and program agenda. They should align funding sources with the programs they are intended to support. And they should use new funding to leverage other public and private sector resources.

—Cheryl D. Hayes, *President and CEO, The Finance Project*

CATALOG OF FEDERAL FUNDING PROGRAMS

Accessing federal funding, either directly or in partnership with others, requires knowing which funding sources can support various program and capacity-building activities. To help state and local leaders identify federal programs that may align with their funding needs, The Finance Project team identified 103 federal programs that can support state and local GLR purposes. For each relevant federal program, the team developed a detailed profile that includes:

- name of the funding source or program;
- responsible funding agency;
- authorizing legislation;
- funding type (e.g., block grant or discretionary grant);
- a brief description of the purpose of the program;
- a description of how the funds can be used for grade-level reading purposes;
- a listing of the entities eligible to apply for the funds or receive the benefits;
- an overview of the application process;
- a description of how funds or benefits are awarded and disbursed by the federal government;
- funding history, including current and past allocation amounts, when available;
- any matching requirements;
- contact information, including websites; and
- a list of potential partners to consider.

The program profiles also are catalogued according to several key features of interest to state and local leaders, and this information is presented in four appendices to the guide, beginning on page 164.

- **Appendix A** provides a matrix of federal funding programs by the goal areas and purposes for which they can be used.
- **Appendix B** lists the funding programs by federal agency.
- **Appendix C** lists the federal funding programs by funding type (e.g., entitlement, block grant, or discretionary grant).
- **Appendix D** lists the federal funding programs that have matching requirements and who is eligible to provide the matching funds.

Highlights

- Methodology
- Profiles of Federal Funding Programs
- Getting Started

The Finance Project has given schools, districts, communities and state governments a road map for financing a comprehensive agenda to boost the reading skills of young students. More children reading at grade level by the end of third grade will set the stage for putting our country back at the forefront of education excellence around the world.

—Barbara O’Brien, *Senior Fellow, The Piton Foundation*

Methodology

Information about federal programs was obtained from several sources, including the *Catalog of Federal Domestic Assistance* (<http://www.cfda.gov>), agency websites, available research and literature, and leaders in the field. For each federal funding source identified, The Finance Project staff has prepared a summary profile based on the available information and has tailored the collection of profiles presented in the guide for users interested in how federal funding can support state and local programs to boost grade-level reading proficiency. Staff reviewed the purpose, priorities, and eligibility of a large number of federal programs to establish the specific funding categories aligned with the nine goals related to GLR purposes and investments. Every effort has been made to ensure the profiles are accurate. Where information is not provided, it is because data was not available from public sources and could not be obtained from agency officials.

Not all of the 103 federal funding sources catalogued in the guide are expected to be funded in fiscal 2011 or funded at the same level as in fiscal 2010. The political and economic context is changing rapidly, and new developments in Washington, D.C., and across the nation will undoubtedly affect the federal funding landscape for grade-level reading. Despite this uncertainty, the program profiles provide a robust sense of available sources of funding for GLR

programs and infrastructure. As state and local leaders proceed to frame their policy, program, and systems reform goals; assess their funding needs; and develop strategic financing plans, they will need to ensure their information on program features and requirements is current and complete.

Profiles of Federal Funding Programs

Following are profiles of the 103 federal funding sources presented alphabetically. To obtain more information on potential federal funding opportunities, specific application processes and grant requirements, and specific eligibility and programmatic priorities, state and local leaders can contact the federal agency staff managing the programs. In addition, leaders can request copies of successful grant applications from the sponsoring federal agency as well as from current and former grantees.

Getting Started

This guide aims to help state and local leaders identify, evaluate, and prioritize potential federal funding sources to support the implementation of programs that align with the nine grade-level reading (GLR) goal areas. The information will be most useful when states and localities have done some up-front work on clarifying their financing goals and

assessing their financing gaps. Leaders can then strategically focus their efforts on “best bet” federal funding programs that are worth pursuing.

Successfully securing funds will ultimately depend on translating good ideas into practice. This may require additional research and brainstorming about funding sources of interest, how funds are being used in the community, who the relevant decisionmakers are, and how these individuals and groups can be engaged in grade-level reading services and supports that are most needed in the community. It is also critical for leaders to link their goals to a strategic financing approach that addresses the resources needed over the life cycle of the GLR program.

As the Campaign for Grade-Level Reading continues to engage funders and mobilize communities to create a birth-through-third grade continuum of early care and education, state and local leaders will be charged with achieving the campaign’s goals. Creating a clear picture of what public and private funding streams are available, and for what specific goals and services, is essential to support initiatives for children from birth through age eight. Leaders can use this federal funding guide as a valuable resource as they solidify their plans to scale and sustain promising programs in their communities.

21st Century Community Learning Centers (21st CCLC)

Funding Agency	Department of Education
Federal Office	Office of Elementary and Secondary Education
Authorization	Elementary and Secondary Education Act of 1965, as amended, Title IV, Part B.
Funding Type	Formula/Block Grant
Purpose	The 21st CCLC program supports the creation of community learning centers that provide academic enrichment opportunities primarily for students attending low-performing schools. Community learning centers, operated during non-school hours, are designed to help students meet state and local academic achievement standards in core subjects and offer students an array of complements to their regular academic programs.
Uses of Funds	Program funds can be used for the following activities: youth development activities; tutorial services; entrepreneurial education programs; drug and violence prevention programs; counseling programs; art, music, and recreation programs; technology education programs; character education programs; and literacy and related educational development for families of participating students.
Who Can Apply	Initial recipients: State Education Agencies (SEAs) Secondary recipients: Local Education Agencies (LEAs); faith-based organizations; community-based organizations; or consortia of two or more such agencies, organizations, or entities. States are required to make awards only to applicants that will primarily serve students who attend schools with concentrations of poor students and students who attend low-performing schools.
Application Process	SEAs must apply to the U.S. Department of Education for initial 21st CCLC funding. Secondary recipients apply directly to SEAs, who use their allocations to make competitive awards to eligible entities. States must give priority to applications that are jointly submitted by an LEA and a community-based organization or other public or private entity. See the following Web site for contact information for your state: http://www.ed.gov/programs/21stcclc/contacts.html .
Flow of Funds	Funds flow to SEAs based on their share of Title I, Part A funds. SEAs then award discretionary sub-grants to eligible entities.
Funding History	FY 09: \$1,131,166,000; FY 10: est. \$1,166,166,000.
Matching Requirements	There are no matching requirements for SEAs; however, SEAs may require secondary applicants to match at a minimal level.
Federal Contact Information	CFDA #84.247; U.S. Department of Education, Office of Elementary and Secondary Education, (202) 260-2514
Potential Partners	Elementary and secondary schools; community-based organizations; youth-serving organizations; faith-based organizations; community action agencies; asset building coalitions; local government agencies; and institutions of higher education.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
✓ Academic programs & activities	Alignment strategies	✓ Absenteeism prevention strategies	Family Health Services	✓ Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Adult Education: State Grant Program

Funding Agency	Department of Education
Federal Office	Office of Vocational and Adult Education
Authorization	Adult Education and Family Literacy Act, Chapter 2, Public Law 105-220, 20 U.S.C. 1201 et seq.
Funding Type	Discretionary/Project Grant
Purpose	The purpose of this program is to fund local programs of adult education and literacy services, including workplace literacy services, family literacy services, and English literacy and civics education programs. Participation in these programs is limited to adults and out-of-school youths aged 16 and older.
Uses of Funds	Funds may be used to support adult education and literacy services. States will be assessed by specific performance measures including: demonstrated improvements in literacy skill levels; placement, retention, or completion of postsecondary education, and receipt of a high school diploma or its equivalent. A minimum of 8.25 percent of funds shall be used to support local programs, corrections education and other institutionalized individuals. Not more than 12.5 percent of the state allotment may be used for state leadership activities, including professional development.
Who Can Apply	Formula grants are made to designated eligible state agencies. State agencies shall provide direct and equitable access to: local education agencies; public or private nonprofit agencies; community-based organizations of demonstrated effectiveness; institutions of higher education; volunteer literacy organizations of demonstrated effectiveness; libraries; public housing authorities; nonprofit institutions not described above that have the ability to provide literacy to adults and families; and consortia of the entities described above.
Application Process	Each eligible State Education Agency must submit to the Secretary of Education a five-year plan which sets forth the manner and procedures under which the state will carry out activities to achieve its program objectives and priorities and to fulfill the purposes of the Act.
Flow of Funds	Funds are distributed to state governments, which then distribute the funds to support local programs.
Funding History	FY 09: \$55,581,045; FY 10: est. \$628,221,000.
Matching Requirements	To receive a grant, states, the District of Columbia and Puerto Rico must provide a non-federal contribution in an amount equal to 25 percent of the total amount of funds expended for adult education and literacy activities in the state. Eligible outlying agencies must provide a non-federal contribution in an amount equal to 12 percent of the total amount of funds expended for adult education and literacy activities.
Federal Contact Information	CFDA #84.002; Office of Vocational and Adult Education, (202) 245-6836
Potential Partners	Schools; community-based organizations; nonprofits; institutions of higher learning; libraries; and public housing authorities.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	✓ Family stability services	✓ Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Advanced Certification or Advanced Credentialing

Funding Agency	Department of Education
Federal Office	Office of Innovation and Improvement
Authorization	Elementary and Secondary Education Act of 1965, as amended, Title II, Part A, Subpart 5, Section 2151(c); 20 U.S.C. 6651(c).
Funding Type	Noncompetitive Grant
Purpose	This program supports activities to encourage and support teachers seeking advanced certification or advanced credentialing through high quality professional teacher enhancement programs designed to improve teaching and learning.
Uses of Funds	The program provides grants to develop teacher standards that include measures tied to increased student academic achievement and grants to promote outreach, teacher recruitment, and teacher subsidy or teacher support programs—related to teacher certification or credentialing such as the National Board for Professional Teaching Standards (NBPTS), or other nationally recognized certification or credentialing organizations.
Who Can Apply	Local Education Agencies (LEAs), State Education Agencies (SEAs), or nonprofit organizations such as recognized certification or credentialing organizations in partnership with one or more LEA or SEA.
Application Process	Noncompetitive grant. There is no scheduled competition for this grant program in FY 2011. Please continue to check ed.gov for updates.
Flow of Funds	In FY 2010, Congress provided \$10.6 million to the Advanced Certification or Advanced Credentialing program to provide funding to the NBPTS to encourage and support teachers seeking advanced certification or advanced credentialing. The goal of the NBPTS is to certify outstanding teachers who will improve student achievement in the nation's schools. More than 82,000 teachers have achieved national board certification since 1995, in all 50 states, and the District of Columbia. The Federal funding has provided resources for the research and development of the standards and assessments for 25 certificates in 16 content areas. The FY 2010 funding primarily will be used to expand beyond the NBPTS original goal to certify individual teachers to a whole school or whole district model specifically targeted to the highest need schools and districts. Primary uses of the new funding will be to: 1. provide resources and other supports to teachers in high-poverty/low-performing schools to assist them to become nationally board certified, 2. target outreach, recruitment and support programs for these teacher candidates; 3. update standards in the assessment process, and 4. conduct research on the NBPTS certification system.
Funding History	FY 09: \$10,649,427; FY10: \$10,649,000.
Matching Requirements	No matching requirements.
Federal Contact Information	CFDA #84.925; Office of Innovation and Improvement, (202) 260-7350
Potential Partners	National Board for Professional Teaching Standards (NBPTS) or other nationally recognized certification or credentialing organizations.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	✓ Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Affordable Care Act (ACA) Grants for School-Based Health Center Capital Expenditures

Funding Agency	Department of Health and Human Services
Federal Office	Health Resources and Services Administration
Authorization	Patient Protection and Affordable Care Act of 2010, Title IV, Section 4101, Public Law 111-148.
Funding Type	Discretionary/Project Grant
Purpose	The goal of the program is to award funds made available by the Patient Protection and Affordable Care Act (Health Reform) that will support school-based health center efforts to expand capacity to provide primary healthcare services to school-aged children. This competitive funding opportunity will be available to new and existing school-based health centers to address significant and pressing capital improvement needs, including: construction, repair, renovation, and the purchase of equipment.
Uses of Funds	Funds can be used for expenditures for facilities (including the acquisition or improvement of land, or the acquisition, construction, expansion, replacement, or other improvement of any building or other facility), equipment, or similar expenditures. No funds provided shall be used for expenditures for personnel or to provide health services.
Who Can Apply	Eligible entities are school-based health centers or sponsoring facilities of a school-based health center. A school-based health center is defined as a health clinic that: 1. Is located in or near a school facility of a school district or board of an Indian tribe or tribal organization; 2. Is organized through school, community, and health provider relationships; 3. Is administered by a sponsoring facility; 4. Provides through health professionals primary health services to children in accordance with state and local law, including laws relating to licensure and certification; and 5. Satisfies such other requirements as a state may establish for the operation of such a clinic. A sponsoring facility includes any of the following: 1. A hospital 2. A public health department 3. A community health center 4. A nonprofit health care agency 5. A school or school system 6. A program administered by the Indian Health Service or the Bureau of Indian Affairs or operated by an Indian tribe or a tribal organization.
Application Process	HRSA requires all applicants to apply electronically through Grants.gov. If you intend to use the award money to cover costs incurred prior to the award date, but after March 23, 2010 (the date of enactment of the Affordable Care Act), you must have prior approval and review by HRSA to determine if these costs are allowable. Approval will be based on the nature of the cost, relevance of the cost to the project, and justification for the cost being incurred prior to the award date. The Health Resources and Services Administration (HRSA) does not recommend that applicants file a Notice of Federal Interest (NFI) against the property unless they receive a grant award. If an applicant files an NFI and does not receive a grant, they would have to request HRSA to withdraw the NFI. If an NFI is required, the applicant must submit the NFI after award of the grant, but prior to construction or renovation. NFI filings are required for all SBHCC construction projects, and for each SBHCC alteration and renovation project having a total (Federal and non-Federal) allowable project cost of more than \$500,000, excluding moveable equipment costs. Any existing NFIs on the property should be submitted as an attachment within the EHB application.
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 09: \$0; FY 10: est. \$50,000,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA #93.501; Office of Policy and Program Development, (301) 443-1034
Potential Partners	Hospitals; public health departments; community health centers; nonprofit health care agencies; schools or school systems

After-school & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	✓ Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	✓ Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Affordable Care Act (ACA) Maternal, Infant, and Early Childhood Home Visiting Program

Funding Agency	Department of Health and Human Services
Federal Office	Health Resources and Services Administration
Authorization	Legislative Authority: Social Security Act, Title V, Section 511 (42 U.S.C. 701), as amended by the Patient Protection and Affordable Care Act of 2010 (PPACA) (P.L. 111-148).
Funding Type	Formula/Block Grant
Purpose	The Maternal, Infant, and Early Childhood Home Visiting Program is designed : 1. to strengthen and improve the programs and activities carried out under Title V; 2. to improve coordination of services for at risk communities; and 3. to identify and provide evidence-based home visiting programs to improve outcomes for families who reside in at risk communities.
Uses of Funds	Assistance can potentially be used for conducting state needs assessments, developing State Plans for home visiting programs and systems, and enhancing states' infrastructure for improving coordination of services for at-risk communities and identifying and providing comprehensive services to improve outcomes for families who reside in at-risk communities, as well as for implementing state home visiting service programs. A portion of the funding may not be drawn down until the Needs Assessment and Updated State Plan are submitted and approved.
Who Can Apply	Eligibility for funding is limited to a single application from each state, the District of Columbia, Puerto Rico, Guam, the Virgin Islands, the Northern Mariana Islands, and American Samoa. The Governor has the responsibility and authority to designate which entity or group of entities will apply for and administer home visiting program funds on behalf of the state or US territory. Regardless of the entity or entities designated by the Governor, this application must contain the concurrence and signatures of the: Director of the state's Title V agency; Director of the state's agency for Title II of CAPTA; Director of the state's Single State Agency for Substance Abuse Services; Director of the state's Head Start State Collaboration Office.
Application Process	HRSA requires all applicants to apply electronically through Grants.gov. Contact the headquarters or regional office, as appropriate, for application deadlines.
Flow of Funds	Grantees drawdown funds, as necessary, from the Payment Management System (PMS). PMS is the centralized web based payment system for HHS awards.
Funding History	FY 09: not reported; FY 10: est. \$88,000,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA #93.505; Office of Health Resources and Services Administration, (301) 443-4292
Potential Partners	Community-based organizations; tribes.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	✓ Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	✓ Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	✓ Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Alaska Native Educational Programs

Funding Agency	Department of Education
Federal Office	Office of Elementary and Secondary Education
Authorization	Elementary and Secondary Education Act, 1995, as amended, Title VII, Part C
Funding Type	Discretionary/Project Grant
Purpose	The purpose of this program is to recognize, cultivate and support efforts to help meet the unique educational needs of Alaska Natives and to support the development of supplemental educational programs to benefit Alaska Natives.
Uses of Funds	Funds may be used for an array of projects to improve the educational achievement of Alaska Natives. Activities include, but are not limited to, the development of curricula and programs that address the educational needs of Alaska Native students; student enrichment programs in science and mathematics; professional development for educators; activities carried out through Even Start and Head Start programs; family literacy services; career preparation activities; and dropout prevention programs. Cultural and language projects are also allowable.
Who Can Apply	Alaska Native organizations, education entities with experience in developing or operating Alaska Native programs or programs of instruction conducted in Alaska Native languages, cultural and community-based organizations with experience in developing or operating programs to benefit Alaska Natives, and consortia of organizations may apply. A State Education Agency (SEA) or Local Education Agency (LEA) may apply as part of a consortium involving an Alaska Native organization. The consortia may include other eligible applicants.
Application Process	The Department of Education awards these grants on a competitive basis. The Program Office notifies successful applicants of awards and negotiates and awards grants. Contact the Program Office for more information.
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 08: \$33,314,645; FY 09: \$33,315,000; FY 10: est. \$33,315,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 84.356; Academic Improvement and Teacher Quality Programs, OESE, (202) 401-0281
Potential Partners	Local Public Agencies and other nonprofit organizations that serve the Alaska Native population.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	✓ Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	✓ Curriculum development	✓ Academic support for special populations	Family stability services	✓ Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	✓ Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

AmeriCorps

Funding Agency	Corporation for National and Community Service
Federal Office	none
Authorization	National and Community Service Trust Act of 1993.
Funding Type	Discretionary/Project Grant
Purpose	AmeriCorps is a network of local, state and national service programs that engage more than 70,000 Americans each year in intensive service to meet critical needs in education, public safety, health, and the environment. AmeriCorps provides trained dedicated volunteers to public agencies, nonprofits and faith-based organizations to help those organizations accomplish more.
Uses of Funds	Funds are used for both operating costs and member living allowances. Program funds can be used for the following activities (this list is not exhaustive): tutoring and mentoring youth; building affordable housing; teaching computer skills; cleaning parks and streams; running afterschool programs; helping communities respond to disasters.
Who Can Apply	The following entities are eligible to apply: State governments; Tribes; Territories; National nonprofit organizations; Professional corps and multi-state organization.
Application Process	Visit http://www.americorps.gov/for_organizations/apply/index.asp for information on applying for program funding.
Flow of Funds	Funds flow: • 33 percent of the funds are allocated to states according to a population-based formula. • At least 33 percent of the funds are distributed to programs that are first selected by the states and then submitted to the Corporation for competitive consideration. • Remaining funds are distributed to programs operated by national nonprofit organizations, professional corps and programs in more than one state (also referred to as National Directs). • 1 percent is set aside for tribes and territories.
Funding History	FY 08: 226,792,326; FY 09: \$252,590,695; FY 10: est. \$363,233,325.
Matching Requirements	Sponsoring partners in most programs must provide 33 percent of the program operating costs and 15 percent of the member support costs.
Federal Contact Information	CFDA #94.006; Corporation for National and Community Service, (202) 606-6715
Potential Partners	National nonprofit organizations; local government; local school districts; community and faith-based organizations; youth-serving organizations.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
✓ Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	✓ Community engagement & public awareness
✓ Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
✓ Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	✓ Service learning & use of volunteers
		✓ Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Arts in Education

Funding Agency	Department of Education
Federal Office	Office of Innovation and Improvement
Authorization	Elementary and Secondary Education Act (ESEA), Title V, Part D, Subpart 15, as amended.
Funding Type	Discretionary/Project Grant
Purpose	These grants develop school-community partnership programs that improve the educational performance of at-risk children and youth by providing comprehensive, coordinated arts education services and programs, especially programs incorporating arts education standards.
Uses of Funds	Grants are awarded on a competitive basis to support the following types of activities: 1. research on arts education; 2. development and dissemination of model school-based arts education programs; 3. development of model state arts education assessments based on state academic achievement standards; 4. development of curriculum frameworks in the arts; 5. development of model professional development programs in the arts for teachers and administrators; 6. support collaborative activities with Federal agencies or institutions involved in arts education, arts educators, and organizations representing the arts; and 7. support of model programs to integrate arts education into the regular elementary and secondary school curriculum.
Who Can Apply	Local education agencies; institutions of higher education; museums and other cultural institutions; and any other public or private agencies, institutions, or organizations.
Application Process	An applicant should consult the official designated as the single point of contact in his/her state for more information on the process the state requires to be followed in applying for assistance.
Flow of Funds	Grants flow directly to awardees.
Funding History	FY 08: \$14,000,000; FY 09: \$38,166,000; FY 10: \$40,000,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 84.351E; Office of Elementary and Secondary Education, (202) 401-3813
Potential Partners	Community-based organizations; nonprofits; and local education agencies.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	✓ Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	✓ Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	✓ Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Child and Adult Care Food Program (CACFP)

Funding Agency	Department of Agriculture
Federal Office	Food and Nutrition Service, Child Nutrition Division
Authorization	National School Lunch Act, Sections 9, 11, 16 and 17, as amended, 89 state. 522-525, U.S.C. 1758, 1759a, 1762a, 1765 and 1766. 7 CFR Part 226.
Funding Type	Entitlement
Purpose	Through a state agency, the program reimburses eligible institutions for providing meals and snacks to low-income children and adults receiving day care. Eligible facilities include: child care centers, family day care homes, afterschool care programs, homeless shelters, and adult day care centers. Funds to a state are provided through grants-in-aid and other means, to initiate and maintain nonprofit food service programs for children, elderly or impaired adults in nonresidential day care facilities and children in emergency shelters.
Uses of Funds	States are provided funds to reimburse institutions for meals and snacks served. Reimbursements are paid at a per snack or meal rate.
Who Can Apply	Afterschool care programs in approved low-income areas and institutions, including public or private nonprofit organizations that provide educational or enrichment activities for school-aged children in low-income areas are eligible to participate. For-profit centers that receive Title XX funds for at least 25 percent of their school-aged children may also be eligible. The applicant must provide regularly-scheduled afterschool activities in an organized, structured and supervised environment.
Application Process	Contact the CACFP administering agency in your state. You can find a list of state agencies on the CACFP Web site, http://www.fns.usda.gov/cnd/Contacts/StateDirectory.htm .
Flow of Funds	The Department of Agriculture gives grants to states, who then reimburse participating institutions for meals and snacks served.
Funding History	FY 09: \$2,451,682,273; FY 10: \$2,615,929,000.
Matching Requirements	Participating institutions pay the difference between the actual cost and the reimbursement.
Federal Contact Information	CFDA# 10.558; Food and Nutrition Service, Child Nutrition Division, (703) 305-2590
Potential Partners	Charter schools may be eligible or can partner with eligible institutions to access funds and provide students participating in afterschool programs with healthy meals.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	✓ Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	✓ Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					✓ Promoting access to healthy & nutritious food			

Child Care Access Means Parents in Schools Program

Funding Agency	Department of Education
Federal Office	Office of Assistant Secretary for Postsecondary Education
Authorization	The Higher Education Act of 1965, as amended, Title IV, Part A, Subpart 7.
Funding Type	Discretionary/Project Grant
Purpose	These grants support the participation of low-income parents in postsecondary education by providing campus-based child care services.
Uses of Funds	Funds may be used to support or establish campus-based child care programs to serve the needs of low-income students enrolled in an institution of higher education. Grants may be used for before- and afterschool services, and other child care needs of the community served by the institution.
Who Can Apply	Institutions of higher education are eligible to apply if the total amount of all federal Pell Grant funds awarded to students enrolled equals or exceeds \$350,000.
Application Process	Application announcements are published in the Federal Register. An application package is available from the Office of Higher Education Programs.
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 09: \$16,034,000; FY 10: \$16,034,000.
Matching Requirements	The grant amount awarded to an institution shall not exceed 1 percent of the total amount of all Federal Pell Grant funds awarded to students enrolled at the institution for the preceding fiscal year.
Federal Contact Information	CFDA# 84.335; Office of Assistant Secretary for Postsecondary Education, (202) 502-7583
Potential Partners	Institutions of higher education; nonprofit organizations; community-based organizations; YM/YWCAs.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
✓ Positive youth development opportunities	Curriculum development	Academic support for special populations	✓ Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	✓ Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Child Care and Development Block Grant

Funding Agency	Department of Health and Human Services
Federal Office	Administration on Children, Youth, and Families, Office of Child Care
Authorization	Child Care and Development Block Grant Act of 1990, as amended, 42 U.S.C 9858; Consolidated Appropriations Act of 2010, Public Law 111-117.
Funding Type	Formula/Block Grant
Purpose	The purpose of this program is to make grants to states and tribes to assist low- income families with child care and to: 1. allow each state maximum flexibility in developing child care programs and policies that best suit the needs of children and parents within the state; 2. promote parental choice to empower working parents to make their own decisions on the child care that best suits their family's needs; 3. encourage states to provide consumer education information to help parents make informed choices about child care; 4. assist states to provide child care to parents trying to achieve independence from public assistance; and 5. assist states in implementing the health, safety, licensing, and registration standards established in state regulations.
Uses of Funds	Funds are used to subsidize the cost of child care for children under the age of 13 (or, at the option of the grantee, up to age 19 if incapable of self-care or under court supervision). Subsidized child care services are available to eligible families through certificates (vouchers) or contracts with providers. Parents may select any legally operating child care provider. Child care providers serving children funded by CCDF must meet basic health and safety requirements set by states, territories and tribes. A state must use a minimum of 4 percent of CCDF funds to improve child care quality and availability through comprehensive consumer education, activities to increase parental choice, and other activities such as resource and referral services, provider grants and loans, monitoring and enforcement of requirements, training and technical assistance, and improved compensation for child care staff. Certain amounts of funds must be used for specific purposes: quality expansion; infant and toddler quality improvement; and child care resource and referral and school-age child care activities.
Who Can Apply	States, the District of Columbia, territories, and federally-recognized Indian tribes. The lead agency in these jurisdictions may contract with or award grants to public or private entities to administer programs and provide services, subject to the lead agency's criteria, which may include child care providers, community-based organizations, faith-based organizations, recreation programs, schools, and public and private social service agencies.
Application Process	The lead agency of each state, territorial or tribal government desiring to receive an allotment for a fiscal year is required to submit a two-year plan to the Administration for Children and Families. Individuals or organizations wishing to access CCDF funds should contact the lead agency in the relevant jurisdiction. For a list of state lead agency contact information, see: http://nccic.acf.hhs.gov/statedata/dirs/index.cfm .
Flow of Funds	Funds flow to the lead agency, and from there to parents, program administrators and providers.
Funding History	Mandatory and matching funds: FY 09: \$2,917,000,000; and FY 10: est. \$2,917,000,000; Discretionary funds: FY 09 \$2,127,081,000; ARRA: FY 09:\$2,000,000,000; FY 10: est. \$2,127,081,000.
Matching Requirements	To access full funding, states must provide matching funds. Tribes are not required to provide matching funds.
Federal Contact Information	CFDA# 93.575; US Department of Health and Human Services, Office of Child Care, (202) 690-6782
Potential Partners	Child care providers; community-based organizations; faith-based organizations; recreation programs; schools; and public and private social service agencies.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
✓ Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	✓ Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	✓ Family, Friend & Neighbor Care	Community engagement & public awareness
✓ Positive youth development opportunities	Curriculum development	Academic support for special populations	✓ Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	✓ Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
✓ Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	✓ Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Child Welfare Services: State Grants (Title IV-B)

Funding Agency	Department of Health and Human Services
Federal Office	Administration for Children and Families, Children's Bureau
Authorization	Social Security Act, Title IV-B, Subpart 1, as amended
Funding Type	Formula/Block Grant
Purpose	These grants establish, extend, and strengthen child welfare services provided by state, local, and Indian tribal public welfare agencies to enable children to remain in their own homes, or, where it is impossible, to provide alternate homes for them.
Uses of Funds	Funds may be used to address problems that may result in neglect, abuse, exploitation and delinquency of children; prevent the unnecessary separation of children from their families; and restore children to their families when possible. Funds may be used for: cost of personnel to provide protective services to children; standard-setting for and licensing of foster care homes, private child-caring agencies and institutions; and assisting with costs of homemaker services, return of runaway children, and prevention and reunification services among other child welfare services.
Who Can Apply	States, the District of Columbia, Indian tribes, Puerto Rico, the Northern Marianas, the Virgin Islands, Guam, and American Samoa.
Application Process	States submit comprehensive five-year plans to the Children's Bureau to receive funds. Plans specify how funds will be used and must be jointly developed by the Secretary and the state or Indian tribe and written after consultation with appropriate public and nonprofit private agencies and community-based organizations. The plan must coordinate the provision of services under Title IV-B with services under other Federal or federally-assisted programs serving the same populations.
Flow of Funds	Funds flow directly to the designated state agency.
Funding History	FY 09: \$281,744,000; FY 10: est. \$281,744,000.
Matching Requirements	States and territories must supply a 25 percent match.
Federal Contact Information	CFDA# 93.645; Children's Bureau, 202-205-8438
Potential Partners	State and local child welfare agencies; and private social service agencies.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	✓ Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	✓ Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Childhood Lead Poisoning Prevention Projects: State and Local Childhood Lead Poisoning Prevention and Surveillance of Blood Lead Levels in Children

Funding Agency	Department of Health and Human Services
Federal Office	Centers for Disease Control and Prevention
Authorization	Executive Order Section 317 (k)(2) and 3171 of the Public Health Service Act, [42 U.S.C. Sections 247b and 247b-10], as amended. Title 42, Part 247b, Section 247b-10.
Funding Type	Discretionary/Project Grant
Purpose	The purpose of the program is to 1. Develop and/or enhance a surveillance system that monitors all blood lead levels; 2. assure that children who are potentially exposed to lead receive follow up care; 3. assure awareness and action among the general public and affected professionals in relation to preventing childhood lead poisoning in high-risk areas in collaboration with other government and community-based organizations.
Uses of Funds	Awards are to be used by state and local government agencies to develop, improve, and expand their capacity to address the problem of childhood lead poisoning in communities with demonstrated high-risk populations.
Who Can Apply	CDC will give funding preference to state programs with significant estimated numbers of children with elevated blood lead levels that direct federal funds to localities with high concentrations of children at risk for childhood lead poisoning. CDC will also give funding preference to the five local jurisdictions with the highest estimated number of children with elevated blood lead levels. Awards are made based on availability of funds and other significant factors as deemed necessary and appropriate by the agency. Competition is limited by authorizing legislation.
Application Process	Application forms are both available from and submitted to the Grants Management Branch, Centers for Disease Control and Prevention, 2920 Brandywine Road, Room 3000, Atlanta, GA 30341. Standard application forms, as furnished by CDC and required by 45 CFR 92, must be used for this program. This program is subject to the provisions set forth in 45 CFR 92 for state and local governments.
Flow of Funds	Approved grants are funded based on a priority score ranking from an objective review process coordinated by the Centers for Disease Control and Prevention. Funds are awarded for a one-year (12 month period). A Notice of Grant Award (Form PHS 5161-1) is provided which indicates the current award as well as support recommendations for the remainder of the project period (up to three years). The Notice of Grant Award indicates allocations for Federal funds by budget categories and any special conditions, if applicable.
Funding History	FY 09: \$26,414,041; FY 10: est. \$25,970,089.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 93.197; Centers for Disease Control and Prevention, (770) 488-0572
Potential Partners	Public agencies; community-based organizations.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	✓ Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	✓ Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	✓ Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Children, Youth, and Families at Risk Initiative (CYFAR)

Funding Agency	Department of Agriculture
Federal Office	National Institute of Food and Agriculture
Authorization	Smith-Lever Act, Section 3(d).
Funding Type	Discretionary/Project Grant
Purpose	The CYFAR program integrates resources of the Land Grant University Cooperative Extension System to develop and deliver educational programs that equip limited resource families and youth who are at-risk of not fulfilling basic human needs to lead positive, productive, contributing lives. CYFAR State Strengthening (STST) projects and New Communities (NCP) projects are administered by Extension Services in all states, which are responsible for selecting community sites for project funding. Cooperative State Research, Education, Extension Services (CSREES) currently provides funding to 45 land-grant university extension services for State Strengthening and New Communities Projects. These community programs serve 60,000 youth ages pre-K to 19 and their parents. The projects call for collaboration across disciplines and program areas, and use a holistic approach which views the individual within the context of the family and community.
Uses of Funds	Funds have been used for training, afterschool and summer programs, mentoring, school enrichment, resource centers and support groups for adults, and community forums as well as for computer hardware and technology training and Internet connections to provide access to low-income youth and adults.
Who Can Apply	Only Cooperative Extension Services at 1862 and 1890 land-grant institutions, including Tuskegee University, West Virginia State University and University of the District of Columbia are eligible to compete for CYFAR funding. Community-based organizations should contact their local cooperative extension system office for information on how to work with their local CYFAR project.
Application Process	Contact the state or local cooperative extension system office or visit http://www.nifa.usda.gov/funding/electronic.html for application information.
Flow of Funds	Funds flow through State Strengthening and New Communities projects to local community-based projects.
Funding History	FY 08: \$7,649,000. This grant is part of the larger Cooperative Extension Service program.
Matching Requirements	CSREES requires a 100 percent match of the state portion (maximum of \$50,000 using state funds only).
Federal Contact Information	CFDA #10.500; National Institute of Food and Agriculture, (202) 720-5075
Potential Partners	State Strengthening Projects; New Communities Projects; state and local cooperative extension services; community-based organizations; and youth-serving organizations.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
✓ Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	✓ Academic support & tutoring for students	Developmental screening & follow-up services	✓ Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
✓ Positive youth development opportunities	Curriculum development	Academic support for special populations	✓ Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	✓ Data collection & evaluation to promote results-driven practices
✓ Recreational program & activities		✓ Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		✓ Summer learning loss	✓ Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Children's Health Insurance Program

Funding Agency	Department of Health and Human Services
Federal Office	Centers for Medicare and Medicaid Services
Authorization	Balanced Budget Act of 1997, Title XXI, Subtitle J, Section 4901, Public Law 105-33; Public Law 105-100 and Medicare, Medicaid and SCHIP Balanced Budget Refinement Act of 1999 Public Law 106-113, Section 702; Medicare, Medicaid, and SCHIP Benefits Improvement Act of 2000, Title VIII, Section 801, 802, and 803, Public Law 106-554, Public Law 108-74, Public Law 108-127 and Public Law 109-171.
Funding Type	Formula/Block Grant
Purpose	Grants enable states to initiate and expand child health assistance to uninsured, low-income children. Such assistance will be provided primarily through either or both of two methods: 1. a program to obtain health insurance coverage that meets certain requirements with respect to amount, duration and scope of benefits; or 2. an expansion of eligibility for children under a state's Medicaid program.
Uses of Funds	Funds can be used for health care coverage and outreach to low-income families with children who are not eligible for Medicaid and who do not have private health insurance.
Who Can Apply	State governments, territory governments, Washington DC, and Indian tribes.
Application Process	States must submit a plan that includes current state efforts to obtain coverage, how the plan will be coordinated with other efforts, proposed delivery methods and methods to assure quality and access to covered services. In addition, the plan must describe standards and methods used to establish and continue eligibility and enrollment and outreach efforts. Plans must include provisions for community involvement in the design and implementation of the plan.
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 09: \$7,544,926,000; FY 10: est. \$12,518,000,000.
Matching Requirements	Section 2105(b), Title XXI, provides for an "enhanced Federal Matching Assistance Percentage (FMAP)" for child health assistance provided under Title XXI that is equal to the current FMAP for the fiscal year in the Medicaid Title XIX program, increased by 30 percent of the difference between 100 and the current FMAP for that fiscal year. The enhanced FMAP may not exceed 85 percent.
Federal Contact Information	CFDA# 93.767; Centers for Medicare and Medicaid Services, (410) 786-3870
Potential Partners	Community health care programs; local public health agencies; private nonprofit organizations; and school-based health clinics.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	✓ Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Community Development Block Grant (CDBG): Entitlement Grants

Funding Agency	Department of Housing and Urban Development (HUD)
Federal Office	Office of Community Planning and Development
Authorization	Housing and Community Development Act of 1974, Title I, as amended, Public Law 93-383.
Funding Type	Formula/Block Grant
Purpose	These grants are used to develop viable urban communities by providing decent housing, a suitable living environment, and expanding economic opportunities for persons of low and moderate income. Projects and activities must either principally benefit low- and moderate-income persons, aid in the elimination or prevention of slums and blight, or meet urgent needs of the community.
Uses of Funds	This program focuses primarily on physical infrastructure improvements that promote community economic development, provision of improved community facilities and services, acquisition of real property, infrastructure upgrades, public service, energy conservation, and job creation/retention activities.
Who Can Apply	Cities in Metropolitan Statistical Areas (MSAs) designated by the federal Office of Management and Budget as a central city of the MSA; other cities over 50,000 in MSAs and qualified urban counties of at least 200,000.
Application Process	Eligible applicants must submit a consolidated plan, an annual action plan, and certifications to HUD. The action plan must include a detailed citizen participation plan. Consolidated plans must be submitted every five years. Each year, localities submit an annual action plan and certifications. For more information, contact your local program administrator at: http://www.hud.gov/offices/cpd/communitydevelopment/programs/contacts .
Flow of Funds	Funds flow to local entities. Recipients may contract with other local agencies or nonprofit organizations to carry out part or all of their programs. Recipients may provide assistance to microenterprises or other for-profit entities when the recipient determines that the provision of such assistance is appropriate to carry out an economic development project.
Funding History	FY 08: \$2,510,501,000; FY 09: \$2,544,477,000; FY 10: est. \$2,758,902,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 14.218; Office of Community Planning and Development, (202) 402-3416
Potential Partners	Community action agencies; community-based organizations; local government agencies; other youth-serving organizations; and faith-based organizations.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
✓ Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
✓ Positive youth development opportunities	Curriculum development	Academic support for special populations	✓ Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	✓ Data collection & evaluation to promote results-driven practices
✓ Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Community Development Block Grant (CDBG): States' Program

Funding Agency	Department of Housing and Urban Development (HUD)
Federal Office	Office of Community Planning and Development
Authorization	Housing and Community Development Act of 1974, Title I, as amended, P.L. 93-383, 88 Stat. 633, 42 U.S.C. 5301.
Funding Type	Formula/Block Grant
Purpose	These grants are used to develop viable smaller communities and rural areas by providing decent housing, a suitable living environment, and expanding economic opportunities for persons of low and moderate income. Projects and activities must either principally benefit low- and moderate-income persons, aid in the elimination or prevention of slums and blight, or meet urgent needs of the community. Distinct from CDBG: Entitlement Grants, which target larger cities and urban counties, the States' Program is intended for smaller cities and rural areas which do not qualify for entitlement grants.
Uses of Funds	This program focuses primarily on physical infrastructure improvements that promote community economic development. Funds are used for local neighborhood revitalization, economic development, provision of improved community facilities and services, acquisition of real property, infrastructure upgrades, facilitation of homeownership, planning activities, and assistance to nonprofit organizations for community development activities.
Who Can Apply	Neighborhood-based nonprofit organizations; local development corporations; small business investment companies or other nonprofit organizations serving development needs may act as sub-grantees to work toward block grant objectives
Application Process	States submit a consolidated plan, an annual action plan and certifications to HUD. The consolidated plan and annual action plan cover the four major formula distribution HUD community development programs, including CDBG. The annual action plan must contain the method by which the state will distribute its CDBG funds to local governments. Local projects are then selected by the state, typically via a funding competition. For more information contact your local program administrator at http://www.hud.gov/offices/cpd/communitydevelopment/programs/contacts .
Flow of Funds	States develop their own programs and funding priorities and distribute program funds to units of general local government in nonentitlement areas.
Funding History	FY 08: \$1,075,929,000; FY 09: \$1,090,490,000; FY 10: est. \$1,182,386,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 14.228; Office of Community Planning and Development, (202) 708-1322
Potential Partners	Local government; nonprofit entities; community-based organizations; and community development organizations in targeted areas.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
✓ Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
✓ Positive youth development opportunities	Curriculum development	Academic support for special populations	✓ Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
✓ Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Community Health Centers (Part of Consolidated Health Centers: Community Health Centers, Migrant Health Centers, Health Care for the Homeless, Public Housing Primary Care, and School Based Health Centers)

Funding Agency	Department of Health and Human Services
Federal Office	Health Resources and Services Administration
Authorization	Public Health Service Act, Section 330(e),(g),(h),(i), Public Law 104-299; Health Centers Consolidation Act of 1996.
Funding Type	Discretionary/Project Grant
Purpose	Grants support the development and operation of community health centers that provide preventive and primary health care services, supplemental health and support services and environmental health services to medically underserved areas/populations. The program's priorities include providing services in the most medically underserved areas and maintaining existing centers that are serving high priority populations.
Uses of Funds	Grants are designated for the actual delivery of primary care services and do not cover any facility costs.
Who Can Apply	Public agencies, nonprofit private organizations, and a limited number of state and local governments are eligible to apply. Profit-making organizations are not eligible.
Application Process	The standard application forms, furnished by Health Resources and Services Administration and available at HRSA field offices, must be used by state and local government applicants. State and local governments must prepare a Form DHHS 5161, Application for Federal Assistance (Nonconstruction), fully documenting the need for the grant and the proposed amount for the project. Other nonprofit organizations must complete Form PHS-5194, Grant Application for Health Services, documenting the need for and the proposed amount of the grant. Applications must be given to designated organizations for review and approval.
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 09: \$1,915,000,000; FY 10: est. \$2,208,276,000.
Matching Requirements	The applicant must assume part of the project costs determined on a case-by-case basis.
Federal Contact Information	CFDA# 93.224; Office of Health Resources and Services Administration, (301) 594-4110
Potential Partners	Public and private community-based health care centers; schools; and public housing authorities.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	✓ Family Health Services	Academic support & tutoring for students	✓ Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	✓ Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		✓ Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		✓ Prenatal care			
					✓ Promoting access to healthy & nutritious food			

Community Mental Health Services (CMHS) Block Grant

Funding Agency	Department of Health and Human Services
Federal Office	Substance Abuse and Mental Health Services Administration (SAMHSA)
Authorization	Public Health Service Act, Title XIX, Part B, Subpart I, as amended, Public Law 106-310; 42 U.S.C. 300X.
Funding Type	Formula/Block Grant
Purpose	Grants provide financial assistance to states and territories to enable them to carry out the state's plan for providing comprehensive community mental health services to adults with a serious mental illness and to children with a serious emotional disturbance.
Uses of Funds	Funds may be used at the discretion of the state to achieve the described objectives except for certain requirements. Services under the plan will be provided only through appropriate, qualified community programs (which may include community mental health centers, child mental health programs, psychosocial rehabilitation programs, mental health peer-support programs and mental health primary consumer-directed programs).
Who Can Apply	States, the District of Columbia, and U.S. territories.
Application Process	The Chief Executive Officer of the state or territory must apply annually for an allotment. States are required to submit an application which includes a State Plan for providing comprehensive community mental health services aligned with the grant's objectives and to serve only the identified populations.
Flow of Funds	Grant awards are issued directly by the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration (SAMHSA) to the designated state agency. Allotments to states are based on certain weighted population factors and total taxable resources.
Funding History	FY 09: \$399,735,000; FY 10: est. \$399,735,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 93.958; Office of Substance Abuse and Mental Health Services Administration, (301) 443-4257
Potential Partners	State agencies; community mental health providers.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	✓ Family Health Services	Academic support & tutoring for students	✓ Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Community Programs to Improve Minority Health Grant Program

Funding Agency	Department of Health and Human Services
Federal Office	Office of Minority Health, Office of Public Health and Science, Office of the Secretary
Authorization	Public Health Service Act, as amended, Title XVII, Section 1707(e)(1), 42 U.S.C. 300u et seq.
Funding Type	Demonstration Grant
Purpose	These grants support minority community health coalitions develop, implement, and conduct demonstration projects. The projects coordinate integrated community-based screening and outreach services. They link minorities in high-risk, low-income communities to treatment.
Uses of Funds	Funds support efforts of community coalitions to conduct unique and intensified efforts to modify the behavioral and/or environmental conditions implicated in the health problems of minority groups (for example, cancer; cardiovascular disease and stroke; chemical dependency; diabetes; homicide, suicide, and unintentional injuries; infant mortality; HIV/AIDS). Awards must focus on at least one of the following major minority groups: American Indians or Alaska Natives, Asians, Blacks or African Americans, Hispanics or Latinos, Native Hawaiians or other Pacific Islanders, or subgroups of these. These projects are to address socio-cultural and linguistic barriers to care and should have the potential for replication in similar communities. Funds are not to be used for the provision of health care services, construction, augmentation of ongoing Office of Minority Health (OMH) supported demonstrations, or to supplant ongoing project activities.
Who Can Apply	Private nonprofit community-based minority serving organizations that can serve as the grantee for a coalition of groups may apply.
Application Process	Requests for the standard application form and instructions for submission should be directed to Mrs. Carolyn Williams, Grants Management Officer, Division of Management Operations, Office of Minority Health, Office of Public Health and Science, Office of the Secretary, Rockwall II Building, Suite 1000, 5515 Security Lane, Rockville, MD 20852. Telephone: (301) 594-0758.
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 09: \$1,500,000; FY 10: est \$1,500,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 93.137; Office of Minority Health, (301) 594-0758
Potential Partners	Community health organizations; local public health departments; community-based organizations; senior groups; faith-based organizations; local affiliates of national minority organizations.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	✓ Family Health Services	Academic support & tutoring for students	✓ Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	✓ Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Community Services Block Grant (CSBG)

Funding Agency	Department of Health and Human Services
Federal Office	Administration for Children and Families, Office of Community Services
Authorization	COATES Human Services Reauthorization Act of 1998, as amended, P.L. 105-285.
Funding Type	Formula/Block Grant
Purpose	CSBG funds are intended to alleviate the causes and conditions of poverty in communities.
Uses of Funds	Funds can be used for providing services and activities that help low-income individuals secure and retain meaningful employment; attain an adequate education; make better use of available income; obtain and maintain adequate housing; obtain emergency assistance through loans or grants to meet immediate and urgent individual and family needs, including health services, nutritious food, housing, and employment-related assistance; achieve greater participation in the affairs of the community; and make more effective use of other related programs.
Who Can Apply	States, territories, and state recognized tribes (States set the income limit for “low-income” beneficiaries, which may not exceed 125 percent of the official poverty line)
Application Process	Each state desiring to receive an allotment for a fiscal year is required to submit an application to the Secretary of Health and Human Services (HHS). The state is required to hold at least one legislative hearing every three years in conjunction with the development of the State Plan. States are also required to conduct public hearings on the proposed use and distribution of funds.
Flow of Funds	Funds flow initially to State agencies. Ninety percent of CSBG funds must then be passed on to local grantees, usually designated community action agencies (CAAs) or locally-based nonprofit community antipoverty agencies
Funding History	FY 08: \$654,000,000; FY 09: \$699,984,000; FY 10: \$700,000,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 93.569; Office of Community Services, (202) 401-9343
Potential Partners	Community action agencies; community-based organizations; local government agencies; and faith-based organizations.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	✓ Family Health Services	Academic support & tutoring for students	✓ Developmental screening & follow-up services	✓ Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	✓ Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	✓ Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					✓ Promoting access to healthy & nutritious food			

Community Services Block Grant Discretionary Awards

Funding Agency	Department of Health and Human Services
Federal Office	Administration for Children and Families, Office of Community Services
Authorization	Community Opportunities, Accountability, Training, and Educational Services Act of 1998, Title II, Section 680, Public Law 105-285.
Funding Type	Discretionary/Project Grant
Purpose	Awards support programs that promote: 1. full-time permanent jobs for poverty-level project area residents; 2. income and/or ownership opportunities for low-income community members; 3. a better standard of living for rural low-income individuals in terms of housing, water or waste-water treatment; 4. new and innovative strategies for addressing the special needs of migrants and seasonal farmworkers; and 5. national or regional programs designed to provide character building, sports and physical fitness activities for low-income youth.
Uses of Funds	Federal funds awarded under the Secretary's Discretionary Authority may be used for activities that: improve the quality of the economic and social environment of low-income residents by providing resources to eligible applicants, by arresting tendencies toward dependency, chronic unemployment and community deterioration in urban and rural areas; address needs of water and wastewater treatment; provide national or regional character building, sports and physical fitness programs for low-income youth; and involve significant new combinations of resources. 1. Projects must result in direct benefits to low-income people as defined in the most recent Department of Health and Human Services Annual Revision of Poverty Income Guidelines, that are published in the Federal Register and at www.grants.gov . 2. Generally, the project must be capable of being completed within 12 to 60 months of the award of the grant. Each project will have an expiration date.
Who Can Apply	For economic development projects, eligibility is restricted to private, locally-initiated, nonprofit community development corporations (or affiliates) governed by a board consisting of residents of the community and business and civic leaders. For all other projects, grants may go to states, cities, counties and private, nonprofit organizations.
Application Process	Grants are awarded on a competitive basis. Grant announcements are published in the Federal Register. Applications are sent to the Division of Discretionary Grants, Administration for Children and Families. Final decisions are made by the Director, Office of Community Services.
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 09: \$9,984,000; FY 10: \$36,000,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 93.570; Office of Administration for Children and Families, (202) 401-5115
Potential Partners	Community-based organizations; faith-based organizations; and youth-serving organizations.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	✓ Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
✓ Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Community-Based Family Resource and Support Grants

Funding Agency	Department of Health and Human Services
Federal Office	Administration for Children and Families, Children's Bureau
Authorization	Child Abuse Prevention and Treatment Act, 42 U.S.C. 5116 et seq., as amended, Public Law 104-235
Funding Type	Formula/Block Grant
Purpose	These funds assist states in developing, implementing, expanding or enhancing a comprehensive, statewide system of community-based family resource and support services to prevent child abuse and neglect.
Uses of Funds	Funds may be used to help states develop, maintain or expand community-based and public or private partnerships that focus on the development of healthy and positive parents and children.
Who Can Apply	States, the District of Columbia, Puerto Rico, the Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Island.
Application Process	Designated state agencies that meet eligibility requirements will receive funds. No federal forms are required for the application process, but certain specific assurances and information described in the annual program instruction must be included in the request for funds.
Flow of Funds	Funds flow to designated state agencies. States make funds available to community-based and other organizations at the local level.
Funding History	FY 09: \$41,689,000; FY 10: est. \$41,689,000.
Matching Requirements	There is a required 20 percent state match. MOE requirements are not applicable to this program, but 70 percent of the funds are allocated according to a formula based on the number of children in the state under the age of 18. The remaining 30 percent is based on a formula that takes into account the amount of non-federal funds that were leveraged by the state in the preceding fiscal year of the program.
Federal Contact Information	CFDA# 93.590; Office of Administration for Children and Families, (202) 205-2629
Potential Partners	Local social service agencies; nonprofit organizations; community-based organizations.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	✓ Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	✓ Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Comprehensive Centers

Funding Agency	Department of Education
Federal Office	Office of Elementary and Secondary Education
Authorization	Education Technical Assistance Act of 2002, Section 203.
Funding Type	Discretionary/Project Grant
Purpose	This program supports 21 comprehensive centers to help increase state capacity to assist districts and schools meet their student achievement goals. By statute, the Department is required to establish at least one center in each of the 10 geographic regions served by the Department's regional education laboratories.
Uses of Funds	The Comprehensive Centers consist of 21 centers, including 16 regional centers and 5 content centers. Grantees are required to develop five-year plans for carrying out authorized activities that address state and regional needs. The 16 regional centers provide services primarily to state education agencies to enable them to assist school districts, regional education agencies, and schools, especially low-performing schools. Each regional center provides training and technical assistance in the implementation and administration of programs authorized under the Elementary and Secondary Education Act and the use of scientifically valid teaching methods and assessment tools in mathematics, science, reading and language arts. The 5 content centers focus on specific areas, with one center in each of five areas: accountability, instruction, teacher quality, innovation and improvement, and high schools. These centers supply much of the research-based information and products in the specific area that regional centers use when working with states.
Who Can Apply	Research organizations, institutions, agencies, institutions of higher education (IHEs), or partnerships among such entities, or individuals that have the expertise to provide training to states, school districts, and schools may apply.
Application Process	Applications or proposals must be prepared and submitted in accordance with applicable program announcements. Contact the headquarters or regional office, as appropriate, for application deadlines.
Flow of Funds	This program awards discretionary grants to establish comprehensive technical assistance centers to help low-performing schools and districts close achievement gaps and meet the goals of the No Child Left Behind Act of 2001. Section 203 of Title II of the Educational Technical Assistance Act of 2002 (TA Act) authorizes the Department to establish not fewer than 20 comprehensive technical assistance centers to provide technical assistance to states to benefit school districts and schools, especially those in need of improvement.
Funding History	FY 09: \$57,113,000; FY 10: est. \$56,313,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 84.283; Office of Elementary and Secondary Education, (202) 205-9198
Potential Partners	Agencies supporting or providing elementary and secondary education; state and local education agencies; Schools; Indian tribes; Community-based organizations.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	✓ Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Comprehensive Community Mental Health Services for Children with Serious Emotional Disturbances (SED)

Funding Agency	Department of Health and Human Services
Federal Office	Substance Abuse and Mental Health Services Administration (SAMHSA)
Authorization	Public Health Service Act, Title V, Part E, Section 561, as amended, Public Law 102-321, 42 U.S.C. 290ff.
Funding Type	Discretionary/Project Grant
Purpose	Funds support community-based systems of care for children and adolescents with a serious emotional disturbance and their families. This program ensures that services are provided collaboratively across child-serving systems; that each child or adolescent served through the program receives an individualized service plan developed with the participation of the family (and, where appropriate, the child); that each individualized plan designates a case manager to assist the child and family; and that funding is provided for mental health services required to meet the needs of youngsters in these systems.
Uses of Funds	Grant funds may be used for salaries, wages and fringe benefits of professional and support staff; travel directly related to carrying out service activities; supplies, communications, and rental of equipment and space; training specifically aimed at one of the following: the development of individualized service plans; the provision of therapeutic foster care, group home care; intensive home-based services, or intensive day treatment services; administration of the system; and appropriate continuing education of two days or less; contracts for performance of activities under the approved project; and other such items necessary to support project activities.
Who Can Apply	States, political subdivisions of a state, such as county or local governments, and federally recognized Indian Tribal governments.
Application Process	Standard application forms must be used by applicants. Grant application kits may be obtained from: Knowledge Exchange Network (KEN) at (800) 789-2647. Applications submitted are reviewed in a two-tiered peer review process.
Flow of Funds	Grants in support of projects recommended for approval by the the Center for Mental Health Services Advisory Council and an initial review group are awarded directly to the applicant organization.
Funding History	FY 08: \$62,058,726; FY 09: \$84,229,718; and FY 10: est. \$76,640,280.
Matching Requirements	This program requires that the applicant entity will make available (directly or through donations from public or private entities) non-federal contributions towards such costs in an amount not less than \$1 for each \$3 of Federal funds provided in the first, second and third years of the grant; not less than \$1 for each \$1 of Federal funds provided in the fourth year of the grant; and not less than \$2 for each \$1 of Federal funds provided in the fifth year of the grant.
Federal Contact Information	CFDA# 93.104; SAMHSA, National Mental Health Information Center, (800) 789-2647
Potential Partners	State and local child-serving agencies; mental health care providers; community-based organizations.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	✓ Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	✓ Home visitations	Increase availability of books & reading materials	Health insurance enrollment	✓ Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Comprehensive School Reform Demonstration (CSRD)

Funding Agency	Department of Education
Federal Office	Office of Elementary and Secondary Education
Authorization	Elementary and Secondary Education Act, as amended, Title I, Part F and Title V, Part D.
Funding Type	Formula/Block Grant
Purpose	The purpose of the program is to provide financial incentives for schools that need to substantially improve student achievement, particularly Title I schools, to implement comprehensive school reform programs that are based on reliable research and effective practices, and include an emphasis on basic academics and parental involvement. These programs are intended to stimulate school-wide change covering virtually all aspects of school operations, rather than a piecemeal, fragmented approach to reform. Thus, to be considered comprehensive, a program must integrate, in a coherent manner, nine specific components listed in the legislation. Through supporting comprehensive school reform, the program aims to enable all children in the schools served, particularly low-achieving children, to meet challenging state content and student performance standards.
Uses of Funds	All participating schools must use program funds to adopt and implement a comprehensive school reform program that: 1. employs proven methods and strategies based on scientifically-based research; 2. integrates a comprehensive design with aligned components; 3. provides high-quality professional development for teachers and staff; 4. includes measurable goals and benchmarks for student achievement; 5. is supported within the school by teachers, administrators, and staff; 6. provides support for teachers, administrators, and staff; 7. provides for meaningful parent and community involvement in planning, implementing, and evaluating school improvement activities; 8. uses high-quality external technical support and assistance from an external partner with experience and expertise in schoolwide reform and improvement; 9. plans for the evaluation of strategies for the implementation of school reforms and for student results achieved annually; 10. identifies resources to support and sustain the school's comprehensive reform effort; and 11. has been found to significantly improve the academic achievement of students or demonstrates strong evidence that it will improve the academic achievement of students.
Who Can Apply	State education agencies (SEAs). The subgrantees are local education agencies (LEAs) applying to their SEAs in collaboration with eligible schools within the LEAs.
Application Process	A SEA will submit standard application forms and narrative to the Secretary. An applicant may contact the Office of Elementary and Secondary Education for consultation and assistance in preparation of the application.
Flow of Funds	Funds flow to eligible applicants.
Funding History	FY 09: \$1,605,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 84.332; Office of Elementary and Secondary Education, (202) 260-0982
Potential Partners	Local education agencies.

After-school & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		✓ School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Consolidated Health Centers (Community Health Centers, Migrant Health Centers, Health Care for the Homeless, Public Housing Primary Care, and School Based Health Centers)

Funding Agency	Department of Health and Human Services
Federal Office	Health Resources and Services Administration
Authorization	Public Health Service Act, Section 330(e),(g),(h),(i), Public Law 104-299; Health Centers Consolidation Act of 1996.
Funding Type	Discretionary/Project Grant
Purpose	Grants are awarded to increase access to comprehensive primary and preventive health care and improve the health status of underserved and vulnerable populations. Individual health center grant mechanisms include: 1. Community Health Centers; 2. Migrant Health Centers; 3. Health Care for the Homeless; 4. Public Housing Primary Care Programs; and 5. School Based Health Centers.
Uses of Funds	Applications should be designed to improve the availability, accessibility and provision of primary health care services. Funds may not be used for inpatient services, or to make cash payments to intended recipients of services.
Who Can Apply	Eligible applicants are public and nonprofit private entities, including tribal, faith-based and community-based organizations.
Application Process	Grant applications and required forms for this program can be obtained from http://www.grants.gov . All qualified applications will be forwarded to an objective review committee which will make funding recommendations to the Associate Administrator for the Bureau of Primary Health Care. The Associate Administrator has the authority to make final selections for awards.
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 09: \$1,915,000,000; FY 10: \$2,208,276,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 93.224; Health Resources and Services Administration, (877) 464-4772
Potential Partners	Public and private agencies, nonprofit entities; tribal organizations; faith-based organizations; and community-based organizations.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	✓ Family Health Services	Academic support & tutoring for students	✓ Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	✓ Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		✓ Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		✓ Prenatal care			
					✓ Promoting access to healthy & nutritious food			

Cooperative Agreements to States/Territories for the Coordination and Development of Primary Care Offices

Funding Agency	Department of Health and Human Services
Federal Office	Health Resources and Services Administration
Authorization	Public Health Service Act, Section 330(k), 330(m) and 333(d).
Funding Type	Cooperative Agreement
Purpose	To coordinate local, state, and Federal resources contributing to primary care service delivery and workforce issues in the state to meet the needs of medically-underserved populations through health centers and other community-based providers of comprehensive primary care and the retention, recruitment, and oversight of health professionals for medically underserved populations.
Uses of Funds	Recipients are expected to perform state-wide primary care planning and resource coordination, including Medicaid, Children's Health Insurance program, state Offices of Rural Health, Ryan White Area Health Education Centers, Maternal and Child Health, etc.; support health systems development, primary care practitioners retention and recruitment, National Health Services Corps monitoring activities, as well as activities relating to other special populations including rural populations; and conduct operational and administrative support activities.
Who Can Apply	States or territories, political subdivisions of states, agencies of states, or other public entities that operate solely within one state.
Application Process	Grant applications and required forms for this program can be obtained from Grants.gov.
Flow of Funds	Awards are made annually. After awards are issued, funds are released in accordance with DHHS payment procedures, which may be through an Electronic Transfer System or a Monthly Cash Request System. Assistance is awarded/ released through grantee drawdown funds, as necessary, from the Payment Management System (PMS). PMS is the centralized web-based payment system for HHS awards.
Funding History	FY 09: \$10,000,000; FY 10: est \$10,000,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 93.130; Office of Health Resources and Services Administration, (301) 594-0816
Potential Partners	Health centers; community-based providers of health care; organizations focused on underserved populations.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	✓ Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	✓ Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		✓ Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		✓ Prenatal care			
					Promoting access to healthy & nutritious food			

Cooperative Extension Service

Funding Agency	Department of Agriculture
Federal Office	National Institute of Food and Agriculture
Authorization	Smith-Lever Act, as amended, 7 U.S.C. 341-349; District of Columbia Public Postsecondary Education Reorganization Act, Public Law 93-471; Food and Agriculture Act of 1977, as amended; Renewable Resources Extension Act of 1978, Section 1361(c), Public Law 95-306; Public Law 95-113, 7 U.S.C. 301n; Public Law 97-98; Agriculture and Food Act of 1981; Food Security Act of 1985, as amended, Public Law 99-198; Food, Agriculture, Conservation, and Trade Act of 1990, as amended, Public Law 102-624; Improving America's Schools Act of 1994, as amended, Public Law 103-382; Federal Agriculture Improvement and Reform Act of 1996, Public Law 104-127; Agricultural Research, Extension, and Education Reform Act of 1998, Public Law 105-185; Agricultural Risk Protection Act of 2000, Public Law 106-224, Farm Security and Rural Investment Act of 2002, Public Law 107-171.
Funding Type	Formula/Block Grant
Purpose	To help people improve their lives and communities through an educational process that uses scientific knowledge focused on issues critical to the economic, agricultural, societal, health/safety, and environmental progress of all Americans. The Cooperative Extension System is a future-oriented, self-renewing, national educational network providing excellence in programs that focus on contemporary issues and needs of people.
Uses of Funds	Federal funding is made available to Land-grant Institutions, which, through state and county extension service personnel, or by direct efforts provide educational and technical assistance to individuals, communities, organizations and other Federal and state authorized agencies for programs in the food and agricultural sciences. A facilities program, which is only authorized to fund projects at the 1890 Institutions for construction, renovation, planning and development of new facilities, and equipment is also conducted.
Who Can Apply	By law, extension programs are made to the designated 1862 Land-Grant Institutions in the 50 States and Puerto Rico, Guam, the Virgin Islands, American Samoa, Micronesia, Northern Marianas, and the District of Columbia, and are administered by the Director of the State Extension Service at each eligible institution. Funds also are made available to the 1890 Land-Grant Institutions, including Tuskegee University and West Virginia State University, and grants are administered by the extension administrator at each eligible institution. Funds may be made available through formula grants or through a competitive process to the 1862 and 1890 Land-Grant Institutions if funds appropriated for that fiscal year exceed the FY 1995 level appropriated for that program. Funds are also made available on a competitive basis to the 1994 Land-Grant Institutions and on a formula basis to the 1862 and 1890 Land-Grant Institutions.
Application Process	Institutions or states submit Plans of Work to the National Institute of Food and Agriculture, USDA, for approval. Eligible recipients will be notified by NIFA of any changes in the requirements for preparation of the Plan of Work. Eligible recipients may also prepare grant proposals for review and approval of NIFA in response to Requests for Applications.
Flow of Funds	Payments are made to state Land-Grant Institutions basically on a formula basis for an approved Plan of Work. Competitive grant awards are also made upon selection through a competitive process. Smith-Lever Act Section 3(b) and 3(c), and Section 1444 of the Food and Agriculture Act of 1977 formula funds are distributed to states based on farm and rural population. Funds authorized under Section 3(d) of the Smith-Lever Act for the Expanded Food and Nutrition Education Program are allocated based on population below the poverty level.
Funding History	FY 09: \$453,700,320; FY 10: est. \$472,594,441.
Matching Requirements	Formula funds provided under the Smith-Lever Act Section 3(b) and (c) and under Section 1444 of the Food and Agriculture Act of 1977 are matched as required in Public Law 105-185.
Federal Contact Information	CFDA# 10.500; Office of National Institute of Food and Agriculture, (202) 401-6520
Potential Partners	Community-based organizations; and public agencies.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	✓ Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	✓ Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Cooperative Extension Service: 4-H Youth Development Program

Funding Agency	Department of Agriculture
Federal Office	National Institute of Food and Agriculture
Authorization	Smith-Lever Act, as amended, 7 U.S.C. 341-349.
Funding Type	Discretionary/Project Grant
Purpose	Beginning over 100 years ago, the 4-H Youth Development Program is dedicated to the development of young people. 4-H programs and clubs are found in rural and urban areas and are designed to incorporate life skills development into an expanding number of delivery modes. Programs are organized through local Cooperative Extension Services (CES) affiliated with land-grant universities. Projects require collaboration across disciplines, program areas, and geographic lines as well as a holistic approach.
Uses of Funds	Funds are used to support programs and activities for preschoolers through late teens in both rural and urban settings. Some clubs can be dedicated to special interest areas like technology or leadership while others can be more broadly focused on youth development. Through these programs, youth have an opportunity to contribute to energy conservation and environmental issues, community service, and food production. They learn about science and technology, and they become involved in programs that help them with employment and career decisions, health, nutrition, food safety, and family relationships.
Who Can Apply	4-H Youth Development Programs are organized and coordinated through the local CES. Extension programs receive funding through grants to designated land-grant institutions in all 50 states, the District of Columbia and the U.S. territories.
Application Process	To organize a 4-H club, contact your local CES.
Flow of Funds	The Department of Agriculture provides funding to the CES which, in turn, provides funding for 4-H clubs.
Funding History	FY 08: \$410,099,340.
Matching Requirements	There are no matching requirements. However, 4-H clubs often pay for some expenses through dues or fundraising activities by club members.
Federal Contact Information	CFDA# 10.500; Department of Agriculture, National Institute of Food and Agriculture. (202) 720-7441
Potential Partners	State and local cooperative extension services; land-grant universities; community-based organizations; and schools.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
✓ Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
✓ Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
✓ Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Coordinated Services and Access to Research for Women, Infants, Children, and Youth (Ryan White CARE Act Title IV Program)

Funding Agency	Department of Health and Human Services
Federal Office	Health Resources and Services Administration
Authorization	Public Health Service Act, Title XXVI, Part D, as amended, Public Law 106-345; Ryan White Care Amendments Act of 2000.
Funding Type	Discretionary/Project Grant
Purpose	The purpose of this funding is to improve access to primary medical care, research, and support services for HIV-infected women, infants, children, and youth and their family members through the provision of coordinated, comprehensive, culturally and linguistically competent, family-centered services. Funds will be used to support programs that: 1. Link established systems of care to coordinate service delivery and ensure that HIV-infected women, infants children, and youth have access to the existing and emerging HIV treatments that can make a difference; 2. Implement HIV prevention programs for the transmission of HIV from mother to child; 3. Educate clients about the opportunities for participation in clinical research and other research activities; and 4. Address the intensity of service needs, high costs, and other complex barriers to comprehensive care and research experienced by medically underserved and challenging populations.
Uses of Funds	All funds granted must be expended solely for carrying out the approved project in accordance with application guidelines, the conditions of award and the applicable cost principles.
Who Can Apply	Public and nonprofit private entities that provide primary care services, either directly or by another entity that is linked with the grantee, either through a contract, written partnership, or other formal agreement. Proof of nonprofit status is required for nonprofit organizations. Primary care providers must show proof of Medicaid eligibility.
Application Process	Applications are generally solicited by a program announcement in the HRSA Preview. Applications and required forms for this program can be obtained from the HRSA Application Center, The Legin Group, Inc. 901 Russell Avenue, Suite 450, Gaithersburg, MD 20879 Telephone: 877-477-2123, HRSAGAC@hrsa.gov or by visiting www.hrsa.gov/grant . Application information may also be found by visiting www.grants.gov . All qualified applications will be forwarded to an objective review committee which will make funding recommendations to the Associate Administrator for the HIV/AIDS Bureau. The Associate Administrator has the authority to make final selections for awards.
Flow of Funds	After approval by the Associate Administrator, the Division of Grants Management Operations prepares a Notice of Grant Award and issues the award.
Funding History	FY 09: \$70,947,170; FY 10: est. \$72,066,181.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 93.153; Office of Health Resources and Services Administration, (301) 433-1019
Potential Partners	Public agencies; nonprofit organizations; and health departments.

After-school & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	✓ Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	✓ Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Corporation for National and Community Service: Training and Technical Assistance

Funding Agency	Corporation for National and Community Service
Federal Office	none
Authorization	National and Community Service Act of 1993, as amended.
Funding Type	Discretionary/Project Grant
Purpose	Cooperative agreements provide training and technical assistance to national service programs supported by the Corporation for National and Community Service (CNCS), as well as to state commissions and other entities.
Uses of Funds	Training and Technical Assistance Cooperative Agreements are used to provide training and technical assistance services to CNCS grantees in areas that include sustainability, evaluation, member development and management, organization development and program management, supervisory skills training, financial management, and human relations training. The services are provided through national, regional and state workshops and conferences, informational materials in print and electronic formats, telephone assistance and on-site consultations.
Who Can Apply	Public agencies, including federal, state governments, local agencies, and other units of government; nonprofit organizations, including groups serving youth; community-based organizations; service organizations; institutions of higher education; Indian tribes; and for-profit organizations are eligible to apply for grants.
Application Process	Applicants submit applications directly to the Corporation for National and Community Service.
Flow of Funds	CNCS may provide services directly to the entity requesting technical assistance or may provide funding for cooperative agreements.
Funding History	FY 08: \$9,900,000; FY 09: \$13,817,365.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 94.009; Office of Corporation for National and Community Service, (202) 606-5000
Potential Partners	State and local government agencies; community-based organizations; and organizations providing resources to the Corporation for National and Community Service.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	✓ Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Demolition and Revitalization of Severely Distressed Public Housing (HOPE VI)

Funding Agency	Department of Housing and Urban Development (HUD)
Federal Office	Public and Indian Housing
Authorization	Omnibus Appropriation Act 2009, Public Law 111-8.
Funding Type	Discretionary/Project Grant
Purpose	Grants are used to improve the living environment for public housing residents of severely distressed public housing projects through the demolition, substantial rehabilitation, reconfiguration, and/or replacement of severely distressed units; revitalize the sites on which severely distressed public housing projects are located and contribute to the improvement of the surrounding neighborhood; lessen isolation and reduce the concentration of low-income families; build sustainable mixed-income communities; and provide well-coordinated, results-based community and supportive services that directly complement housing redevelopment and that help residents to achieve self-sufficiency, young people to obtain educational excellence, and the community to secure a desirable quality of life.
Uses of Funds	HOPE VI Revitalization grants fund: 1. Capital costs of major rehabilitation, new construction and other physical improvements 2. Demolition of severely distressed public housing 3. Acquisition of sites for off-site construction 4. Community and supportive service programs for residents, including those relocated as a result of revitalization efforts
Who Can Apply	Public Housing Agencies (PHAs) operating public housing units are eligible to apply.
Application Process	The NOFA and all necessary application materials are made available on the Grants.gov website and the HUD website.
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 09: \$117,600,000; FY 10: est. \$123,000,000
Matching Requirements	Matching Requirements: 1. Overall match of 5 percent. 2. Community and Supportive Services (CSS) match: if applicants are requesting over 5% of the grant to be used for CSS, they must match the amount that exceeds the 5% (note: per statute, at most 15% of the total grant may be used for CSS).
Federal Contact Information	CFDA# 14.866; Office of Public and Indian Housing, (202) 402-5788
Potential Partners	Not applicable.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	✓ Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Drug-Free Communities Support Program

Funding Agency	Department of Justice
Federal Office	Office of Juvenile Justice and Delinquency Prevention
Authorization	Drug-Free Communities Act of 1997, Public Law 105-20. Reauthorized by Public Law 107-82.
Funding Type	Discretionary/Project Grant
Purpose	Grants are awarded to community coalitions to help reduce substance abuse among at-risk children and youth, and to reduce substance abuse over time among adults by strengthening collaboration among communities, public and private entities.
Uses of Funds	The focus of the program is on community coalitions that have been in existence for a minimum of 6 months, coalitions that have 5-year strategic plans aimed at reducing substance abuse among youth, and over time, among adults, and coalitions that have provided an equal match for the funds that they seek. These community coalitions are to collaborate with entities in the community including government agencies to coordinate and strengthen efforts to reduce substance abuse. The program aims to disseminate timely state-of-the-art information on practices and initiatives that have proven to be effective in reducing substance abuse.
Who Can Apply	Nonprofit organizations, units of local government: Community coalitions must demonstrate that the community coalition has worked together for a period of not less than 6 months on substance abuse reduction initiatives. The coalition must: meet the composition requirements; ensure that there is substantial community volunteer effort; ensure that the coalition is a nonprofit, charitable, educational organization, or unit of local government, or is affiliated with an eligible organization or entity; and possess a strategy to be self-sustaining.
Application Process	The Office of National Drug Control Policy has entered into an Interagency Agreement with the Office of Juvenile Justice and Delinquency Prevention to administer and manage the Drug- Free Communities Support Program. Applicants submit a proposal to the Office of Justice Programs. The receipt, review, and analysis of applications will follow the Office of Justice Program policies and procedures for the administration of grant applications.
Flow of Funds	Grants are distributed to eligible coalitions in amounts of up to \$125,000 for a 12 month period. Funds flow to the eligible organization designated as the fiscal agent for the grant on behalf of a coalition.
Funding History	FY 08: \$36,500,000; FY 09: \$81,8831,124; FY 10: \$63,653,475.
Matching Requirements	Grants awarded under the Drug-Free Communities Act require a 100-125% cash or in-kind match.
Federal Contact Information	CFDA# 93.276; Office of National Drug Control Policy, (202) 395-6665
Potential Partners	Schools; youth-serving organizations; law enforcement agencies; religious or fraternal organizations; civic and volunteer groups; health care professionals; state, local, or tribal governmental agencies with an expertise in substance abuse.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) (Medical Assistance Program/Medicaid; Title XIX)

Funding Agency	Department of Health and Human Services
Federal Office	Centers for Medicare and Medicaid Services
Authorization	Social Security Act, Title XIX, as amended; Public Laws 89-97, 90-248, and 91-56; 42 U.S.C. 1396 et seq., as amended; Public Law 92-223; Public Law 92-603; Public Law 93-66; Public Law 93-233; Public Law 96-499; Public Law 97-35; Public Law 97-248; Public Law 98-369; Public Law 99-272; Public Law 99-509; Public Law 100-93; Public Law 100-202; Public Law 100-203; Public Law 100-360; Public Law 100-436; Public Law 100-485; Public Law 100-647; Public Law 101-166; Public Law 101-234; Public Law 101-239; Public Law 101-508; Public Law 101-517; Public Law 102-234; Public Law 102-170; Public Law 102-394; Public Law 103-66; Public Law 103-112; Public Law 103-333; Public Law 104-91; Public Law 104-191; Public Law 104-193; Public Law 104-208,104-134; Balanced Budget Act of 1997, Public Law 105-33; Public Law 106-113; Public Law 106-554; Public Law 108-27; Public Law 108-173; Public Law 109-91; Public Law 109-171; Public Law 109-432; Public Law 110-28; Public Law 110-161; Public Law 111-3; Public Law 111-5; Public Law 111-8; Public Law 111-31; Public Law 111-68; Public Law 111-88; Public Law 111-117; Public Law 111-118; Public Law 111-148; Public Law 111-150.
Funding Type	Formula/Block Grant
Purpose	The Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) service is Medicaid's comprehensive and preventive child health program for individuals under the age of 21.
Uses of Funds	The EPSDT program consist of two mutually supportive, operational components: 1. assuring the availability and accessibility of required health care resources; and 2. helping Medicaid recipients and their parents or guardians effectively use these resources. These components enable Medicaid agencies to manage a comprehensive child health program of prevention and treatment, to seek out eligibles and inform them of the benefits of prevention and the health services and assistance available and to help them and their families use health resources, including their own talents and knowledge, effectively and efficiently. It also enables them to assess the child's health needs through initial and periodic examinations and evaluations, and also to assure that the health problems found are diagnosed and treated early, before they become more complex and their treatment more costly.
Who Can Apply	State and local welfare agencies must operate under an HHS-approved Medicaid State Plan and comply with all Federal regulations governing aid and medical assistance to the needy to apply for Medicaid funds.
Application Process	State governments submit a plan to the Department of Health and Human Services for approval to receive Medicaid funds.
Flow of Funds	Medicaid funds flow to a designated state agency. State Medicaid Agency required activities under EPSDT: 1. states must inform all Medicaid-eligible persons under age 21 that EPSDT services as described in section 1905(r) are available and the need for age-appropriate immunizations; 2. states must provide or arrange for the provision of such screening services in all cases there they are requested; 3. state must arrange (directly or through referral) for corrective treatment the need for which is disclosed by such child health screenings; and 4. states must report EPSDT performance information annually (CMS Form-416). The authority for requiring states to submit the annual report is section 1902(a)(43) of the Social Security Act (the Act). Each state must report annually for each Federal fiscal year if they administer or supervise the administration of an approved plan for a Federally aided title XIX program.
Funding History	Medicaid funding history applied to EPSDT is not available.
Matching Requirements	Under Medicaid, the Federal share for medical services may range from 50 percent to 83 percent.Federal funds are available to match state expenditures for medical care.
Federal Contact Information	CFDA# 93.778; Centers for Medicare and Medicaid Services, (410) 786-3870
Potential Partners	State Medicaid agency; local health care providers; and other youth serving agencies and organizations.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	✓ Family Health Services	Academic support & tutoring for students	✓ Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	✓ Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		✓ Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		✓ Prenatal care			
					Promoting access to healthy & nutritious food			

Education and Human Resources

Funding Agency	National Science Foundation
Federal Office	none
Authorization	National Science Foundation Act of 1950, as amended, Public Law 103-327, 42 U.S.C 1861 et seq.
Funding Type	Discretionary/Project Grant
Purpose	To provide leadership and ensure the vitality of the nation's science, mathematics, engineering and technology education enterprise from K-16, and through graduate levels. Long-term goals include: supporting infrastructure that will provide a high-quality educational experience for all children and learners; ensuring that our educational pipelines yield educated individuals for the highly technical workplace as well as a body of well-educated scientists and engineers; and encouraging the development of professionally educated and trained teachers. EHR supports activities in K-12 systemic education reform; as well as projects to improve the delivery of elementary, secondary and informal education; undergraduate, and graduate education. Human resource development, education research, and evaluation of programs are also supported as well as activities under the Experimental Program to Stimulate Competitive Research (EPSCoR). The Rural Systemic initiatives and the Urban Systemic Initiatives Programs fall under this grant.
Uses of Funds	Grant funds may be used for paying costs necessary to conduct research, educational activities or studies, such as salaries and expenses, permanent equipment, expendable equipment and supplies, travel, publication costs, and other direct and indirect costs.
Who Can Apply	Public and private colleges (2-year and 4- year) and universities, state and local education agencies, nonprofit and private organizations, professional societies, science academies and centers, science museums and zoological parks, research laboratories, and other institutions with an educational mission may apply.
Application Process	By submission of a formal proposal, and, in some areas, a preliminary proposal, describing the planned project and the proposed amount of the grant. For guidelines, see specific program announcements and "Grant Proposal Guide," NSF 00-2.
Flow of Funds	Funds flow to eligible applicants.
Funding History	FY 08: est. \$725,600,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 47.076; National Science Foundation, (703) 292-8600
Potential Partners	Public and private entities; nonprofit organizations; other academic-oriented organizations.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
✓ Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	✓ Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Education for Homeless Children and Youth

Funding Agency	Department of Education
Federal Office	Office of Elementary and Secondary Education
Authorization	McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B.
Funding Type	Formula/Block Grant
Purpose	This program was established to ensure that homeless children and youth have equal access to the same free and appropriate education as other children by providing activities for and services to ensure that these children and youth enroll in, attend, and achieve success in school. The program also supports an Office for Coordination of Education of Homeless Children and Youth in each state to gather comprehensive information about homeless children and youth and the impediments to their regular attendance at school.
Uses of Funds	Funds may be used for a wide variety of activities that will facilitate the educational success of homeless children and youth, including tutoring, summer enrichment programs, the provision of school supplies, and professional development designed to heighten educators' understanding of and sensitivity to the needs of homeless children and youth.
Who Can Apply	Departments of Education in the 50 states, the District of Columbia, Puerto Rico, the Outlying Areas, and schools serving Indian students that are funded by the Secretary of the Interior may apply. Only LEAs are eligible for state subgrants.
Application Process	States must submit an individual state plan or a consolidated state plan to the Department of Education. The plan must include strategies for addressing problems associated with the enrollment, attendance, and success of homeless children in school.
Flow of Funds	Grants are awarded directly to each State Education Agency (SEA). SEAs can make subgrants to Local Education Agencies (LEAs) for the purpose of facilitating the enrollment, attendance, and success of homeless children and youth in schools.
Funding History	FY 08: \$64,000,000; FY 09: \$65,427,000; FY 10: \$65,427,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 84.196; Office of Elementary and Secondary Education, (202) 260-4412
Potential Partners	Charter schools; LEAs; SEAs.

After-school & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
✓ Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	✓ Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		✓ Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Education Technology State Grants

Funding Agency	Department of Education
Federal Office	Office of Elementary and Secondary Education
Authorization	Elementary and Secondary Education Act of 1965, Title II, Part D, Subparts 1 and 2, as amended.
Funding Type	Formula/Block Grant
Purpose	Grants are provided to State Education Agencies (SEAs) to improve student academic achievement through the use of technology in schools, to assist all students in becoming technologically literate by the eighth grade, and to encourage the effective integration of technology with teacher training and curriculum development.
Uses of Funds	Funds can be used for programs that: emphasize technology in schools; incorporate technology into professional development for teachers; and establish technology-based instructional methods.
Who Can Apply	All states; Puerto Rico; the District of Columbia; American Samoa; Northern Marianas; Guam; Virgin Islands; and the Bureau of Indian Affairs may apply.
Application Process	States can apply for funds in one of two ways—an SEA may submit an individual program application including an updated statewide educational technology plan and a detailed application. The second option is for states to apply for funds through a consolidated application.
Flow of Funds	States may retain up to 5 percent of their allocations for state-level activities, and must distribute one-half of the remainder by formula to eligible local education agencies and the other one-half competitively to eligible local entities.
Funding History	FY 08: \$267,000,000; FY 09: \$269,872,000; FY 10: \$100,000,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 84.318; Office of Elementary and Secondary Education, (202) 708-9499
Potential Partners	Not applicable.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
✓ Positive youth development opportunities	✓ Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		✓ Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

English Language Acquisition Grants

Funding Agency	Department of Education
Federal Office	Office of Elementary and Secondary Education
Authorization	Elementary and Secondary Education Act of 1965 (ESEA), as amended, Title III, Part A, Sections 3101-3129.
Funding Type	Formula/Block Grant
Purpose	To help ensure that limited English proficient children (LEP) and youth, including immigrant children and youth, attain English proficiency and meet the same challenging state academic content and student academic achievement standards as all children and youth are expected to meet.
Uses of Funds	The Department makes awards to states using a formula based on their share of limited English proficient (LEP) children and immigrant children. States must use at least 95 percent of their allocations to award local education agencies subgrants to assist limited English proficient students to learn English and meet challenging state academic content and student academic achievement standards and to provide immigrant students enhanced instructional opportunities. States may reserve up to 5 percent of their allocations for administrative costs and technical assistance to subgrantees. Subgrantees must provide high-quality professional development training for teachers and support personnel. Training must improve teacher instruction and assessment capabilities, and enhance teachers' ability to understand and use curricula, assessment measures, and instructional strategies for LEP students. Funds may also be used for identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.
Who Can Apply	States and outlying areas with approved state plans are eligible to receive funds.
Application Process	States apply for grants by submitting a plan to the Department that describes the process they will use in establishing standards and objectives for raising the level of English proficiency academic achievement of LEP students, making sub-grants to eligible entities, and holding sub-grantees accountable for meeting annual measurable achievement objectives.
Flow of Funds	The Department allocates funds to any state or outlying area with an approved plan. States must expend at least 95 percent of their Title III allotments to award subgrants to local education agencies and other eligible entities to meet the educational needs of LEP and immigrant children and youth.
Funding History	FY 09: \$673,900,000; FY 10: est. \$692,500,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 84.365; Office of English Language Acquisition, (202) 401-9795
Potential Partners	Local educational agencies.

After-school & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	✓ Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	✓ Curriculum development	✓ Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Even Start: Formula Grants to States

Funding Agency	Department of Education
Federal Office	Office of Elementary and Secondary Education
Authorization	Elementary and Secondary Education Act of 1965; Title I, Part B, Subpart 3. 20 U.S.C. 6362.
Funding Type	Formula/Block Grant
Purpose	Even Start focuses on the educational needs of low-income families with young children. The goal of Even Start is to help break the cycle of poverty and illiteracy by improving the educational opportunities available to low-income families with limited educational experiences. Even Start projects all build on high quality, existing community resources to integrate adult education, parenting education, interactive literacy activities between parent and child, and early childhood education services into a unified program.
Uses of Funds	All local projects must serve families most in need of Even Start services, and provide four core services (adult education, parenting education, early childhood education, and interactive literacy activities between parent and child). Projects must also include support services, provide some services to parents and children together, provide some home-based services, integrate educational activities across the four core areas, coordinate service delivery with other local programs, conduct local evaluations, and participate in the national evaluation. Families must be in need of Even Start services, as indicated by a low income level and low level of adult literacy or English language proficiency, or other need-related indicators.
Who Can Apply	State education agencies (SEAs). Subgrantees are partnerships of a local educational agency (LEA) and a nonprofit community-based organization, a public agency other than an LEA, an institution of higher education, or other public or private nonprofit organizations. Any of the latter, with demonstrated quality, may apply in collaboration with a LEA.
Application Process	State education agencies submit state plans to the Department of Education in accordance with requirements in the Elementary and Secondary Education Act and guidance by the Department.
Flow of Funds	The Department of Education awards grants to state education agencies (SEAs) on a formula basis. SEAs award subgrants, giving priority to proposals that target areas designated as empowerment zones or enterprise communities or that propose to serve families in other high-poverty areas.
Funding History	FY 08: \$66,454,399; FY 09: \$66,454,000; FY 10: est. \$61,138,000.
Matching Requirements	Local grantees are responsible for matching funds in the amount of 10 percent in the first year, 20 percent in the second year, 30 percent in the third year, 40 percent in the fourth year, and 50 percent in any subsequent year.
Federal Contact Information	CFDA# 84.213; Office of Elementary and Secondary Education, (202) 260-8268
Potential Partners	Local education agencies; institutions of higher education; community-based organizations; and family service agencies.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	✓ Academic support for special populations	Family stability services	✓ Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	✓ Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	✓ Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	✓ Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Even Start: Indian Tribes and Tribal Organizations

Funding Agency	Department of Education
Federal Office	Office of Elementary and Secondary Education
Authorization	Elementary and Secondary Education Act of 1965, Title I, Part B, Subpart 3, as amended; 20 U.S.C. 6381-6381k.
Funding Type	Discretionary/Project Grant
Purpose	Funds help break the cycle of poverty and illiteracy and improve the educational opportunities of low-income Native American families through family literacy programs that integrate early childhood education, adult basic education, and parenting education.
Uses of Funds	Grants are used for activities such as recruitment and screening of children and parents, design of programs, instruction for children and parents, staff training, support services, evaluation, and coordination with other programs. Indirect costs are not an allowable project cost unless a waiver is obtained from the Secretary of Education.
Who Can Apply	Federally recognized Indian tribes and tribal organizations as defined in the Indian Self-Determination and Education Assistance Act, Section 4, may apply.
Application Process	Applications from Federally recognized Indian tribes and tribal organizations must be submitted in accordance with the regulations, instructions, and forms included in the grant application package. Applications are available at http://www.ed.gov/programs/evenstartindian/applicant.html .
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 08: \$951,816; FY 09: \$782,759; FY 10: \$996,810.
Matching Requirements	The Federal share of the cost of a subgrant project is not more than 90 percent in the first year, 80 percent in the second year, 70 percent in the third year, 60 percent in the fourth year, and 50 percent in any subsequent year.
Federal Contact Information	CFDA# 84.258; Office of Elementary and Secondary Education, (202) 260-0999
Potential Partners	Indian tribes; and tribal organizations.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	✓ Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	✓ Academic support for special populations	Family stability services	✓ Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	✓ Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Even Start: Migrant Education

Funding Agency	Department of Education
Federal Office	Office of Elementary and Secondary Education
Authorization	Elementary and Secondary Education Act of 1965, Title I, Part B, 20 U.S.C. 6362 et seq.
Funding Type	Discretionary/Project Grant
Purpose	Even Start seeks to improve the educational opportunities of migrant families through family literacy programs that integrate early childhood education, adult literacy or adult basic education, and parenting education.
Uses of Funds	Funds are used for activities such as recruitment and screening of children and parents; design of programs; instruction for children and parents; staff training; support services; evaluation; and coordination with other programs. Parents must be migratory agricultural workers or fishers with children aged birth through 7 years of age. Parents must also be eligible for participation under the Adult Education Act or be within the state's compulsory school attendance age range.
Who Can Apply	Any entity may apply. The Secretary specifically invites application from state education agencies (SEAs) that administer migrant programs; local education agencies (LEAs) that have a high percentage of migrant students; and nonprofit community-based organizations that work with migrant families.
Application Process	Application forms are available from the Department of Education, Office of Migrant Education. Applications are reviewed and evaluated by a panel.
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 08: \$2,000,000; FY 09: \$0; FY 10: \$1,993,650.
Matching Requirements	Grantees are responsible for a minimum of 10 percent of project costs in the first year, 20 percent in the second, 30 percent in the third and 40 percent in the fourth and final year.
Federal Contact Information	CFDA # 84.140; Office of Migrant Education, (202) 205-9533
Potential Partners	State Education Agency; local educational agency; community-based organizations serving migrant communities.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	✓ Curriculum development	✓ Academic support for special populations	Family stability services	✓ Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	✓ Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	✓ Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	✓ Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Food Stamps: Supplemental Nutrition Assistance Program (SNAP)

Funding Agency	Department of Agriculture
Federal Office	Food and Nutrition Service
Authorization	Food Stamp Act of 1977, as amended, Public Law 95- 113, 91 Stat. 958, 7 U.S.C. 2011 et seq.; Public Law 95-348, Public Law 96-58, Public Law 96- 249, Public Law 97-35; Public Law 97-98; Public Law 97-253, Public Law 98-204, Public Law 98-369; Public Law 99-198, Public Law 99-425; Public Law 99-498, Public Law 99-603, Public Law 100-77, Public Law 100-175, Public Law 100-232, Public Law 100-387, Public Law 100-435, Public Law 100-503, Public Law 100-707, Public Law 101-202; Public Law 101-392; Public Law 101-508; Public Law 101-624; Public Law 102-237; Public Law 102-265; Public Law 102-325; Public Law 103-31; Public Law 103-66; Public Law 103-225; Public Law 103-286; Public Law 103-296; Public Law 104-66; Public Law 104-127; Public Law 104-193; Public Law 104-208; Public Law 105-18; Public Law 105-33; Public Law 105-185; Public Law 105-379; Public Law 106-171; Public Law 106-387; Public Law 107-171.
Funding Type	Direct Payment
Purpose	To improve diets of low-income households by increasing their food purchasing ability.
Uses of Funds	Households receive Supplemental Nutrition Assistance Program (SNAP) benefits for the purchase of food at authorized retailers using debit cards. The amount of benefits varies according to household size and income. Recipients may purchase only food with their benefits and only from authorized retailers.
Who Can Apply	Applications for SNAP are made through a local social services agency which determines eligibility and benefit amount. Eligibility is based on family size, income, and resources. A gross income test is based on 130 percent of the poverty line, and the net income (after expenses) test is based on 100 percent of the poverty line. Households with elderly and disabled members need only meet the net income test. The resource limit is \$2,000 (\$3,000 for a household with an elderly or disabled member). Able-bodied adults with certain limited exceptions must meet a work requirement. Eligibility is limited to citizens and, most but not all, immigrants granted permanent legal status.
Application Process	The Food and Nutrition Act of 2008, as amended, requires each state agency to submit to the Food and Nutrition Service for approval, a plan of operation specifying the manner in which SNAP will be conducted in every political subdivision within the state.
Flow of Funds	The Secretary of Agriculture approves state plans of operation submitted by the state agency that operates public assistance programs. Fiscal Year 2009: SNAP provides nutrition benefits to nearly 41 million low income people.
Funding History	FY 08: \$33,616,777,000; FY 09: \$53,931,355,000; FY 10: est. \$63,247,459,000.
Matching Requirements	Department of Agriculture pays 100 percent of the cost of benefits to individuals and households.
Federal Contact Information	CFDA# 10.551; Office of Food and Nutrition Service, (703) 305-2454
Potential Partners	Not applicable.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					✓ Promoting access to healthy & nutritious food			

Foster Grandparent Program

Funding Agency	Department of Labor
Federal Office	Corporation for National and Community Service
Authorization	Domestic Volunteer Service Act of 1973, as amended, Title II, Part B, Section 211. P.L. 93-113, 42 U.S.C. 5011, as amended; National and Community Service Trust Act of 1993, P.L. 103-82.
Funding Type	Discretionary/Project Grant
Purpose	This program provides part-time volunteer service opportunities for persons age 60 and older to serve children with special or exceptional needs. Foster Grandparents serve between 15 and 40 hours per week. Volunteers at or below 125% of poverty are eligible to receive a tax-free stipend of \$2.65. Foster Grandparents provide support in health, education, and human services and related settings to help children or youth with special or exceptional physical, mental, or emotional needs.
Uses of Funds	Grant funds are provided to eligible sponsoring organizations, including nonprofit organizations, Indian tribes or state/local government, to operate a Foster Grandparent project in a specified geographic service area. Foster Grandparent Program grants are openly competitive only in the first three-year cycle. Upon successful completion of a first grant cycle, the existing grantee is automatically eligible to renew the grant.
Who Can Apply	National or local nonprofit organizations and state and local governments are eligible.
Application Process	Organizations interested in exploring the possibility of developing a local FGP project should contact the appropriate Corporation for National and Community Service State Program Office. Applications are submitted to the Corporation for National and Community Service State Program Office.
Flow of Funds	Direct grants from the Corporation for National and Community Service to the grantee organization.
Funding History	FY 08: \$108,574,000; FY 09: est \$108,574,000; FY 10 est \$110,113,000.
Matching Requirements	Generally, the applicant must meet at least 10 percent of the total project costs. Federal funds may not be used for the match.
Federal Contact Information	CFDA #94.011; Corporation for National and Community Service, National Senior Service Corps, (202) 606-6934
Potential Partners	Nonprofit organizations; state or local agencies.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	✓ Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Full-Service Community Schools (FSCS)

Funding Agency	Department of Education
Federal Office	Office of Innovation and Improvement
Authorization	Section 5411 of the Elementary and Secondary Education Act of 1965, as amended (ESEA).
Funding Type	Discretionary/Project Grant
Purpose	This program, which is authorized by the Fund for Improvement of Education, encourages coordination of educational, developmental, family, health, and other services through partnerships between 1. public elementary and secondary schools and 2. community-based organizations and public or private entities. This collaboration will provide comprehensive educational, social, and health services for students, families, and communities.
Uses of Funds	An FSCS is a public elementary or secondary school that coordinates with community-based organizations and public or private entities to provide the following services: early childhood education; remedial education and academic enrichment activities; programs that promote parental involvement and family literacy activities; mentoring and other youth development programs; parenting education and parent leadership; community service and service learning opportunities; programs that provide assistance to students who have been truant, suspended, or expelled; job training and career counseling services; nutrition services; primary health and dental care; mental health counseling services; and adult education, including instruction of adults in English as a second language.
Who Can Apply	Consortia consisting of local education agencies and one or more community-based organizations, nonprofit organizations, or other public or private entities.
Application Process	Applicants can apply through grants.gov.
Flow of Funds	Funds flow directly to eligible applicants.
Funding History	FY 09: \$5,000,000; FY 10: \$10,000,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	Office of Innovation and Improvement, Phone: (202) 401-2492
Potential Partners	Public elementary; secondary schools; Community-based organizations; public or private entities.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	✓ Absenteeism prevention strategies	Family Health Services	✓ Academic support & tutoring for students	✓ Developmental screening & follow-up services	✓ Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	✓ Family stability services	✓ Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	✓ Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		✓ School reform	✓ Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	✓ Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					✓ Promoting access to healthy & nutritious food			

Fund for the Improvement of Education (FIE)

Funding Agency	Department of Education
Federal Office	Office of Innovation and Improvement
Authorization	Elementary and Secondary Education Act of 1965; Title X, Part A, as amended, 20 U.S.C. 8001-8007.
Funding Type	Discretionary/Project Grant
Purpose	To conduct nationally significant programs to improve the quality of education, training teachers to better assist all students to meet challenging state content standards, and contribute to the achievement of the National Education Goals.
Uses of Funds	Funds may be used to support a wide range of projects under the FIE general authority for programs, and additional specific program authorities.
Who Can Apply	State education agencies, local education agencies, institutions of higher education, public and private organizations and institutions may apply.
Application Process	Described in application notices published annually in the Federal Register. Contact the headquarters office listed below for application packages containing the announcement, application, and assurance forms and for further information about the Fund for the Improvement of Education programs.
Flow of Funds	Funds flow to eligible applicants.
Funding History	FY 09: \$363,041,500; FY 10: est. \$382,632,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 84.215; Office of Innovation and Improvement, Department of Education, Phone: (202) 205-4760
Potential Partners	State education agencies; Local education agencies; Institutions of higher education; Public and private organizations and institutions

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
✓ Academic programs & activities	✓ Alignment strategies	Absenteeism prevention strategies	Family Health Services	✓ Academic support & tutoring for students	Developmental screening & follow-up services	✓ Access to training & education	Family, Friend & Neighbor Care	✓ Community engagement & public awareness
Positive youth development opportunities	✓ Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	✓ Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		✓ School reform	Parent engagement		Immunizations	Training & technical assistance	✓ School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Grants for Arts Projects: Learning in the Arts for Children and Youth

Funding Agency	Department of Commerce
Federal Office	none
Authorization	National Foundation on the Arts and the Humanities Act of 1965, as amended, Public Law 89-209, 20 U.S.C. 951 et seq.
Funding Type	Discretionary/Project Grant
Purpose	Learning in the Arts for Children and Youth grants support projects that help children and youth acquire knowledge, skills, and understanding of the arts through hands-on learning and engagement in school-based and community-based settings. Funded projects are required to ensure the application of national, state, or local arts education standards.
Uses of Funds	Priority is given to projects that emphasize skills acquisition and direct participation in and access to excellent art. Projects that are based at higher education institutions are eligible if the focus is directly on children and youth. All programs submitted require the following components: 1. Experience, 2. Study, 3. Performance, and 4. Assessment.
Who Can Apply	Nonprofit organizations with 501(c)(3) status, including arts and cultural organizations, school districts, youth service and other community groups may apply for specific projects in school-based and community-based settings.
Application Process	See the Learning in the Arts for Children and Youth application instructions at http://www.arts.gov/grants/apply/Artsed.html .
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 09: \$98,970,658; FY 10: est. \$80,787,879. FY 2009 figures include \$69,317,780 for the NEA's regular grants and \$29,652,878 in Recovery Act funding. FY 2010 figures include \$80,515,757 for the NEA's regular grants and \$272,122 in Recovery Act funding.
Matching Requirements	All grants require a minimum one-to-one match.
Federal Contact Information	CFDA# 45.024; National Endowment for the Arts, (202) 682-5097
Potential Partners	Community-based arts organizations; local arts agencies; arts service organizations; and local educational agencies.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	✓ Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	✓ Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	✓ Parent engagement		Immunizations	Training & technical assistance	✓ School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Head Start

Funding Agency	Department of Health and Human Services
Federal Office	Administration for Children and Families, Office of Head Start
Authorization	Community Opportunities, Accountability, Training, and Educational Services Act of 1998, Title I, Sections 101-119, Public Law 105-285.
Funding Type	Discretionary/Project Grant
Purpose	Funding promotes school readiness by enhancing the social and cognitive development of low-income children, including children on federally recognized reservations and children of migratory farm workers, through the provision of comprehensive health, educational, nutritional, social and other services. Head Start seeks to involve parents in their children's learning and help parents make progress toward their educational, literacy and employment goals. The program also emphasizes the significant involvement of parents in the administration of their local Head Start programs.
Uses of Funds	Funds may be used to provide services to low-income young children and families. For children, services include education, health and nutrition. Funds also support adult basic education and career counseling for parents.
Who Can Apply	Any government, federally recognized Indian tribe, or public or private nonprofit or for profit agency may apply. Grantee agencies may sub-contract with other child serving agencies to provide services to Head Start Children.
Application Process	The Administration for Children and Families regional representative will provide each applicant agency with a completed checklist form showing exactly which items must be completed by each applicant and delegate agency. However, applications will be considered only when submitted in response to a specific announcement, published via the Internet at the following website address: http://www.acf.hhs.gov/grants/grants_hsb.html , which solicits proposals to establish new Head Start Programs.
Flow of Funds	Funds are awarded directly to the grantees. Grantee agencies may subcontract with other child-serving agencies to provide support services (e.g. disability specialists, mental health consultants) to Head Start children.
Funding History	FY 08: \$6,870,000,000; FY 09: \$7,110,283,000; FY 10: est. \$7,234,783,000.
Matching Requirements	Head Start grantees are required to provide 20 percent of the total cost of the program, although this may be waived wholly or in part if certain conditions apply. Matching share may be in cash or in-kind.
Federal Contact Information	CFDA# 93.600; Office of Head Start for Children and Families, (202) 205-8572
Potential Partners	Community-based organizations; family service agencies; and educational entities.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	✓ Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	✓ Academic support for special populations	✓ Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	✓ Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	✓ Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					✓ Promoting access to healthy & nutritious food			

Healthy Start Initiative

Funding Agency	Department of Health and Human Services
Federal Office	Health Resources and Services Administration
Authorization	Public Health Service Act, Title III, Part D, Section 330H; 42 U.S.C. 254c-8.
Funding Type	Discretionary/Project Grant
Purpose	This program is designed to eliminate disparities in perinatal infant and maternal health by enhancing a community and state's health care infrastructure and service system; and directing resources and interventions to improve access to, utilization of, and full participation in comprehensive perinatal and women's health services, particularly for women and infants at higher risk for poor health outcomes.
Uses of Funds	Healthy Start projects implement community-driven approaches to address infant mortality rates by reducing maternal behavioral and medical risk factors and promoting healthy outcomes for women and their families. Beginning with prenatal care and continuing through the infant's second year of life, each community awarded funds assures the availability of a core set of services and activities for the perinatal population in their project area. These services include case management, home visiting and links to health care and other needed services for mothers and their infants; direct outreach and peer mentoring by trained community members; screening and referral for perinatal/postpartum depression; and strong coordination with and access to substance abuse, domestic violence, mental health, early intervention, parenting and other critical services for high-risk women and families. In addition, each Healthy Start project is required to have a community-based consortium composed of individuals, organizations, women and families served by their project, to collaborate with their state Title V (MCH) Agency, and to implement a local health system action plan to improve the quality, cultural competence of and access to services and/or to address other problems in the local system of care. Funds may not be used to supplant currently funded activities/services.
Who Can Apply	Urban and rural communities with significant disparities in perinatal health, and states with a need to build their infrastructure/capacity to address and support communities trying to achieve the goals of the Healthy Start program. Eligible applicants include public or private entities, Indian tribe or tribal organizations, and community-based organizations, including faith-based organizations.
Application Process	Applications are generally solicited by a program announcement in the HRSA Preview. Applicants can apply by visiting http://www.grants.gov . All qualified applications will be forwarded to an objective review committee which will make funding recommendations to the Associate Administrator for the Maternal and Child Health Bureau. The Associate Administrator has the authority to make final selections for awards.
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 08: est. \$94,450,895; FY 09: \$95,889,912; FY 10: est. \$102,000,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 93.926; Office of Health Resources and Services Administration, (301) 443-2385
Potential Partners	Indian tribes; local public agencies; nonprofits/community based organizations; and state territorial agencies.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	✓ Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	✓ Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		✓ Prenatal care			
					Promoting access to healthy & nutritious food			

Healthy Tomorrows Partnership for Children Program

Funding Agency	Department of Health and Human Services
Federal Office	Health Resources and Services Administration, Maternal and Child Health Bureau
Authorization	Social Security Act, Title V, Section 502(a)(1), as amended; 42 U.S.C. 702.
Funding Type	Discretionary/Project Grant
Purpose	This is a collaborative program funded by the Maternal and Child Health Bureau and administered with the assistance of the American Academy of Pediatrics. Grants support community-based child health projects that improve the health of mothers, infants, children, and adolescents by increasing their access to health services.
Uses of Funds	Funds have been used for activities including primary care for uninsured children and children insured through Medicaid, intervention and care coordination services for children with special health needs, interventions for health promotion through risk reduction in families, adolescent health promotion, expanded prenatal care and parent education services, and services for special child and family populations.
Who Can Apply	Public and private entities providing community-based health care services and outreach to low-income children, adolescents and their families.
Application Process	Announcements of grant opportunities for the Healthy Tomorrows Program are published in the HRSA Preview (http://www.hrsa.gov/grants/) in the summer, usually July or August. Application deadlines are generally in September or October. To receive technical assistance regarding a proposal, e-mail healthytaaap.org .
Flow of Funds	Funds flow directly to grantees.
Funding History	Grants of up to \$50,000 per year for 5 years are awarded annually.
Matching Requirements	Grantees are required to provide two-thirds of their total operating budgets with non-federal sources after the first project year.
Federal Contact Information	CFDA# 93.110; Office of Health Resources and Services Administration, (800) 433-9016 ext 4729 or 7082
Potential Partners	Public and nonprofit entities offering direct health services.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	✓ Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	✓ Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	✓ Parent resource centers		✓ Prenatal care			
					Promoting access to healthy & nutritious food			

Immunization Grants

Funding Agency	Department of Health and Human Services
Federal Office	Centers for Disease Control and Prevention
Authorization	Section 317(j) of the Public Health Service Act (42 U.S.C. 247b(j)) reauthorized in Section 4204 of the Patient Protection and Affordable Care Act.
Funding Type	Discretionary/Project Grant
Purpose	Grants are used to assist states and communities in establishing and maintaining preventive health service programs to immunize individuals against vaccine-preventable diseases (including measles, rubella, poliomyelitis, diphtheria, pertussis, tetanus, hepatitis B, hepatitis A, varicella, mumps, haemophilus influenza type b, influenza, and pneumococcal pneumonia).
Uses of Funds	Grant funds may be used for costs associated with planning, organizing, and conducting immunization programs directed toward vaccine-preventable diseases and for the purchase of vaccine; and for the implementation of other program elements, such as assessment of the problem; surveillance and outbreak control; information and education; adequate notification of the risks and benefits of immunization; compliance with compulsory school immunization laws; vaccine storage, supply management, and delivery; citizen participation; and use of volunteers.
Who Can Apply	Any U.S. state, and in consultation with state health authorities, political subdivisions of states and other public entities and U.S. territories may apply; private individuals and private nonprofit agencies are not eligible for immunization grants.
Application Process	Information on the submission of applications may be obtained from the Grants Management Officer, Grants Management Branch, Procurement and Grants Office, Centers for Disease Control and Prevention. The standard application forms must be used for this program.
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 09: \$3,514,289,286; FY 10: est. \$4,030,473,328.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 93.268; Center for Disease Control and Prevention, (404) 639-8715
Potential Partners	Not applicable.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		✓ Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Improving Literacy Through School Libraries

Funding Agency	Department of Education
Federal Office	Office of Elementary and Secondary Education
Authorization	Title I, Part B, Subpart 4 of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001, P.L. 107-335.
Funding Type	Discretionary/Project Grant
Purpose	This program helps LEAs improve reading achievement by providing students with increased access to up-to-date school library materials; well-equipped, technologically advanced school library media centers; and professionally certified school library media specialists.
Uses of Funds	Local education agencies (LEA) receiving a grant may use program funds to: acquire school library media resources; acquire and use technology that can help to develop the information retrieval and critical thinking skills of students; facilitate Internet links and other resource-sharing networks; provide professional development and collaborative activities for school library media specialists; and provide students with access to school libraries during non-school hours.
Who Can Apply	Local education agencies (LEAs) in which at least 20 percent of students served are from families with incomes below the poverty line may apply. Outlying areas (American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands) and the Bureau of Indian Affairs are eligible for funds under a set-aside.
Application Process	Applications may be submitted at http://www.grants.gov .
Flow of Funds	Funds flow directly to LEAs.
Funding History	FY 08: \$19,144,597; FY 09: \$19,145,000; FY 10: est. \$19,145,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	Office of Elementary and Secondary Education, (202) 401-3751
Potential Partners	Local Educational Agencies.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	✓ Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Improving Teacher Quality State Grants

Funding Agency	Department of Education
Federal Office	Office of Elementary and Secondary Education
Authorization	Elementary and Secondary Education Act, as amended, Title II, Part A.
Funding Type	Formula/Block Grant
Purpose	Grants are used increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools and hold local education agencies and schools accountable for improvements in student academic achievement.
Uses of Funds	SEAs must use 95 percent of awards for subgrants to LEAs for the following purposes: to assist schools in effectively recruiting and retaining highly qualified teachers; to afford to LEAs the means of recruiting, hiring, and retaining teachers; to make available professional development activities that address subject matter knowledge; and other activities as set forth in Section 2123.
Who Can Apply	States with approved ESEA Consolidated State Plans.
Application Process	SEAs apply to the Department for funds using the consolidated state application at http://www2.ed.gov/programs/teacherqual/applicant.html
Flow of Funds	The SAHE works in conjunction with the SEA to make competitive sub grants to partnerships of IHEs, high-need LEAs, and other entities.
Funding History	FY 09: \$0; FY 10 est \$2,947,749,000
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 84.367; Office of Elementary and Secondary Education, (202) 260-5585
Potential Partners	IHEs; high-need LEAs; and other entities.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	✓ Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		✓ School reform	Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Indian Child and Family Education

Funding Agency	Department of the Interior
Federal Office	Bureau of Indian Affairs; Office of Indian Education Programs
Authorization	Indian Education Amendments of 1978, Public Law 95-561, 25 U.S.C. 2001 et seq.
Funding Type	Discretionary/Project Grant
Purpose	This program targets children age birth to five and their families and children in grades K-3 to provide family literacy services for parents and children in the home and at school. It is designed to begin educating children at an early age through parental involvement, to increase high school graduation rates among Indian parents and to encourage life-long learning.
Uses of Funds	Funds must be used for early childhood education, adult education and parenting skills for parents and their Indian children under eight who live on a reservation with a BIA-financed school. Funds may not be used for administration.
Who Can Apply	Federally-recognized Indian tribal governments and tribal organizations authorized by Indian tribal governments on reservations with school funded by the Bureau of Indian Affairs (BIA) may apply to administer the program.
Application Process	Tribes should contact the BIA Area/Agency Administrator for Education Programs.
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 08: \$5,683,000; FY 09: \$6,750,000; FY 10: est. \$7,250,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 15.043; Office of Indian Education, (505) 563-5258
Potential Partners	Schools; community-based organizations; and tribal government agencies.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	✓ Academic support for special populations	✓ Family stability services	✓ Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	✓ Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Indian Child Welfare Act Title II Grants

Funding Agency	Department of the Interior
Federal Office	Bureau of Indian Affairs
Authorization	Indian Child Welfare Act; Public Law 95-608, 92 Stat. 3075, 25 U.S.C. 1901.
Funding Type	Discretionary/Project Grant
Purpose	Grants promote the stability and security of American Indian tribes and families by protecting American Indian children, preventing the separation of American Indian families, and providing assistance to Indian tribes in the operation of child and family service programs.
Uses of Funds	Funds may be used to support operation and maintenance of counseling facilities, family assistance, protective day care, after school care, recreational activities, respite care, employment of professionals to assist tribal courts personnel, education and training, foster care subsidy programs, legal advice and representation, home improvement programs, preparation and implementation of child welfare codes, and providing matching shares for other Federal programs.
Who Can Apply	Federally recognized Indian Tribal Governments.
Application Process	Completed applications should be submitted by tribal governments to the local Bureau of Indian Affairs agency or regional offices. In most instances, awards can be approved at the agency or regional level.
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 08: est. \$10,974,000; FY 09: \$9,427,318; FY 10: est. 9,427,318.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 15.144; Office of Bureau of Indian Affairs, (202) 513-7640
Potential Partners	Community organizations; Indian tribal government.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
✓ Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	✓ Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	✓ Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
✓ Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Indian Education: Professional Development Grant Program

Funding Agency	Department of Education
Federal Office	Office of Elementary and Secondary Education
Authorization	Elementary and Secondary Education Act of 1965, Title IX, Part A, Subpart 2, as amended, 20 U.S.C. 7811-7818
Funding Type	Discretionary/Project Grant
Purpose	Professional Development grants are to provide financial assistance to 1. increase the number of qualified individuals in professions that serve Indian people; 2. provide training to qualified Indian individuals to become teachers, administrators, teacher aides, social workers, and ancillary education personnel; and 3. improve the skills of qualified Indian individuals who serve in the capacities described in item 2, above.
Uses of Funds	Grants for training educational personnel may be pre-service or in-service training.
Who Can Apply	Eligible applicants include: 1. Institutions of higher education, including Indian institutions of higher education; 2. State or local education agencies in consortium with institutions of higher education; and 3. Indian tribes or Indian organizations in consortium with institutions of higher education. Consortium applicants must meet the requirements of 34 CFR 75.127 through 75.129.
Application Process	Applications are available through the Department of Education, Office of Indian Education.
Flow of Funds	Funds flow to eligible applicants.
Funding History	Part of larger Indian Education—Special Programs for Indian Children grants: FY 09: \$19,060,000; FY 10: est. \$19,060,000; FY 11: est. \$19,060,000
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 84.299; Office of Indian Education, Department of Education, Phone: (202) 205-2528
Potential Partners	Indian tribes; institutions of higher education; local education agencies; state educational agencies.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	✓ Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	✓ Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Indian Education: Grants to Local Education Agencies

Funding Agency	Department of Education
Federal Office	Office of Elementary and Secondary Education
Authorization	Elementary and Secondary Education Act of 1965, as amended, Title VII, Part A, Subpart 1, 20 U.S.C. 7421-7429, 7491-7492.
Funding Type	Formula/Block Grant
Purpose	This program supports local education agencies in their efforts to reform elementary and secondary school programs that serve Indian students. These grants ensure that programs are based on challenging state content standards and student performance standards that are used for all students.
Uses of Funds	Grantees may use funds for the establishment, maintenance and operation of supplementary projects specifically designed to assist Indian students in meeting state content and student performance standards. Projects must be designed in response to locally conducted needs assessment and with the full cooperation and involvement of an elected committee representing parents of the Indian students to be served. Permissible activities include, but are not limited to: 1. culturally related activities; 2. early childhood and family programs emphasizing school readiness; and 3. enrichment programs that directly support the attainment of state content and performance standards.
Who Can Apply	Local education agencies (LEAs) that enroll at least 10 Indian children or in which Indians constitute at least 25 percent of the total enrollment. These requirements do not apply to LEAs serving Indian children in Alaska, California, and Oklahoma or located on, or in proximity to, an Indian reservation. Schools that receive funding from the Bureau of Indian Affairs (BIA) under Section 1130 of the Education Amendments of 1978, 25 U.S. C. 2001, are automatically deemed eligible to participate in this program.
Application Process	Each eligible LEA submits an annual application to the Department of Education describing its proposed project(s). The standard application forms, as furnished by the federal agency, must be used for this program. An applicant should consult the office or official designated as the single point of contact in his or her state for more information on the process the state requires to be followed in applying for assistance, if the state has selected the program for review. Applicants must certify the number of Indian children enrolled as the grant formula is based on this information.
Flow of Funds	Funds flow directly to the local educational agency.
Funding History	FY 08: \$96,613,000; FY 09: \$99,331,000; FY 10: est. \$104,331,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 84.060; Office of Indian Education, (202) 260-1683
Potential Partners	Charter schools; and LEAs.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	✓ Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Indian Education: Demonstration Grants for Indian Children

Funding Agency	Department of Education
Federal Office	Office of Elementary and Secondary Education
Authorization	Elementary and Secondary Education Act of 1965, as amended, Title VII, Part A, Subpart 2.
Funding Type	Discretionary/Project Grant
Purpose	This program is designed to improve the education opportunities and achievement of preschool, elementary, and secondary school Indian children by developing, testing, and demonstrating effective services and programs.
Uses of Funds	The absolute funding priorities for the program limit project services to: 1. school readiness projects that provide age appropriate educational programs and language skills to three- and four-year-old Indian students to prepare them for successful entry into school at the kindergarten level; and 2. college preparatory programs for secondary school students designed to increase competency and skills in challenging subject matter, including mathematics and science, to enable Indian students to transition to postsecondary education.
Who Can Apply	Institutions of Higher Education; Local Education Agencies; Other Organizations and/or Agencies; State Education Agencies (SEAs)
Application Process	Applications must be submitted through grants.gov .
Flow of Funds	Funds flow directly to grantees.
Funding History	This program is supported by the Indian Education—Special Programs for Indian Children program. FY 08: \$8,083,418.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 84.299; Office of Indian Education, Department of Education, Phone: (202) 205-2528
Potential Partners	SEAs; LEAs; Indian tribes; Indian organizations; federally supported elementary and secondary schools for Indian students; and Indian institutions including IHEs.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	✓ Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	✓ Curriculum development	✓ Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	✓ Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	✓ Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	✓ Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	✓ School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Indian School Equalization Program

Funding Agency	Department of the Interior
Federal Office	Bureau of Indian Affairs
Authorization	Indian Self-Determination and Education Assistance Act, Public Law 93-638, as amended, 25 U.S.C. 450 et seq.; Indian Education Amendments of 1978, Public Law 95-561, 25 U.S.C. 2001 et seq.; Tribally Controlled Schools Act, 25 U.S.C. 2501 et seq.
Funding Type	Direct Payment
Purpose	The purpose of this program is to provide funding for basic education and residential programs to Indian students not being served by traditional public or sectarian schools.
Uses of Funds	Funds may be used to provide education for Indian children in Bureau of Indian Affairs funded schools. Funds may not be used for construction.
Who Can Apply	Federally Recognized Indian tribes or tribal organizations currently served by a Bureau of Indian Affairs funded school.
Application Process	To become a contract school, applications should be developed in accordance with 25 CFR Part 900. To become a grant school, applications should be developed in accordance with 25 USC 2501 et seq.
Flow of Funds	Funds flow to eligible applicants. Approximately 99% of the ISEP funds will be allocated in accordance with the ISEP formula contained in 25 CFR 39. One percent of the funds shall be reserved for the Director's discretion.
Funding History	FY 08: est. \$215,800,000; FY 09: \$229,585,425; FY 10: \$240,068,484.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 15.042; Bureau of Indian Affairs, (202) 208-7658
Potential Partners	Indian tribes; and state/territorial agencies.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
✓ Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	✓ Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
✓ Positive youth development opportunities	✓ Curriculum development	✓ Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
✓ Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	✓ Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	✓ School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Inexpensive Book Distribution Program (Reading Is Fundamental)

Funding Agency	Department of Education
Federal Office	Office of Innovation and Improvement
Authorization	Elementary and Secondary Education Act of 1965, Title X, Part E, as amended, by ESEA Title V, Part D, Subpart 5 of the Public Law print of PL 107-110, the No Child Left Behind Act of 2001.
Funding Type	Contract
Purpose	This program provides books and promotes reading in children ranging in age from infancy through high school age.
Uses of Funds	Funds go only to Reading Is Fundamental, Inc. (RIF). RIF enters into agreements with local nonprofit private groups or organizations and public agencies to administer free book distributions and reading motivation activities. Priority must be given to those that will serve children who are low-income, at risk of school failure, disabled, homeless, or have other special needs.
Who Can Apply	RIF, Inc. receives these funds.
Application Process	Nonprofit private groups organizations and public agencies can contact RIF about participating in the program.
Flow of Funds	Federal funds go to RIF, Inc., which enters into agreements with local entities to carry out the program.
Funding History	FY 08: \$24,610,000; FY 09: \$24,800,000; FY 10: \$24,800,000.
Matching Requirements	Federal funds provide up to 75 percent of the costs of the books, with the balance obtained from private and local sources. Migrant programs may receive up to 100 percent of their costs.
Federal Contact Information	No CFDA # available; Office of Innovation and Improvement, (202) 205-5443
Potential Partners	Nonprofit private groups; local foundations; civic groups; community-based organizations; faith-based organizations; and youth-serving organizations.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
✓ Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	✓ Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	✓ Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Investing in Innovation Fund (i3)

Funding Agency	Department of Education
Federal Office	Office of Innovation and Improvement
Authorization	American Recovery and Reinvestment Act of 2009 (ARRA), Title XIV (Public Law 111-5).
Funding Type	Discretionary/Project Grant
Purpose	Grants are used to expand the implementation of, and investment in, innovative practices that are demonstrated to have an impact on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.
Uses of Funds	The Department will award three types of grants: Scale-up, Validation, and Development. Funds will 1. allow eligible entities to expand and develop innovative practices that can serve as models of best practice; 2. allow eligible entities to work in partnership with the private sector and the philanthropic community; and 3. support eligible entities in identifying and documenting best practices that can be shared and taken to scale based on demonstrated success.
Who Can Apply	Local education agencies (LEAs) or partnerships between a nonprofit organization and one or more LEAs or a consortium of schools with a record of improving student achievement and attainment.
Application Process	Applicants apply directly to the Department of Education at http://www2.ed.gov/programs/innovation/applicant.html
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 09: \$0; FY 10: est. \$650,000,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA #84.396; Office of Innovation and Improvement, (202) 453-7122
Potential Partners	LEAs; nonprofit organizations; consortia of schools; and specialized groups.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
✓ Academic programs & activities	✓ Alignment strategies	✓ Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	✓ Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Learn and Serve America: School and Community-Based Programs

Funding Agency	Corporation for National and Community Service
Federal Office	none
Authorization	National and Community Service Act of 1990, as amended.
Funding Type	Discretionary/Project Grant
Purpose	To encourage elementary and secondary schools and community-based agencies to create, develop, and offer service-learning opportunities for school-age youth; educate teachers about service learning and incorporate service-learning opportunities into classrooms to enhance academic learning; coordinate adult volunteers in schools; introduce young people to a broad range of careers; and encourage students to pursue further education and training.
Uses of Funds	Grant funds may be used for a wide range of activities including: planning and capacity building; operating and expanding service-learning programs through grants to local partnerships; implementing and expanding school-based programs involving adult volunteers to use service-learning to improve the education of students; and providing training and technical assistance to qualified organizations.
Who Can Apply	State education agencies, state commissions on national service, U.S. territories, Indian tribes, and public or private nonprofit organizations may apply.
Application Process	Consortia of programs in two or more states may apply directly to the Corporation for National and Community Service or online at http://www.grants.gov . Charter schools should apply through their state education agency Learn and Serve America contact or through a competitively-awarded Learn and Serve America program. For Learn and Serve contact information see: www.nationalservice.gov .
Flow of Funds	Approximately 45 percent of total Learn and Serve America funds flow by formula to state education agencies. For school-based programs, funds flow directly to successful applicants, most of whom are intermediaries providing subgrants and technical assistance to local partnerships composed of local education agencies and nonprofits. Funds for community-based programs flow to successful applicants, which are intermediaries providing subgrants and technical assistance to local youth-serving community-based organizations.
Funding History	FY 08: \$37,459,000; FY 09: \$37,459,000.
Matching Requirements	A 10 percent match of total program funds is required for the first year, 20 percent for the second year, 30 percent for the third year and 50 percent for the fourth and any subsequent years.
Federal Contact Information	CFDA# 94.004; Corporation for National and Community Service, (202) 606-6715
Potential Partners	Charter schools; LEAs; nonprofit organizations; and youth-serving agencies.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
✓ Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
✓ Positive youth development opportunities	Curriculum development	✓ Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
✓ Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	✓ Service learning & use of volunteers
		✓ Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Maternal and Child Health Services Block Grant

Funding Agency	Department of Health and Human Services
Federal Office	Health Resources and Services Administration
Authorization	Social Security Act, Title V, Section 501(a)(1).
Funding Type	Formula/Block Grant
Purpose	Grants enable states to maintain and strengthen their leadership in planning, promoting, coordinating and evaluating health care for pregnant women, mothers, infants, children and children with special health care needs, and to provide health services for mothers and children who do not have access to adequate health care.
Uses of Funds	States may use funds to develop systems of care for the provision of health services and related activities, including planning, administration, education and evaluation consistent with the state's annual application. Beginning in FY91, states must use at least 30 percent of their federal allotment for preventive and primary care services for children, and at least 30 percent for services for children with special health care needs. In addition, each state must establish and maintain a toll-free information number for parents on maternal and child health (MCH) and Medicaid providers. No more than 10 percent of each state's allotment may be used for administration.
Who Can Apply	Maternal and Child Health Block Grants are limited to states and insular areas.
Application Process	State governments and territories must submit an annual application and annual report.
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 09: \$553,831,097; FY 10: est. \$553,831,097.
Matching Requirements	States must assure that \$3 of state or local funds will be expended for Maternal and Child Health purposes for every \$4 of federal funds.
Federal Contact Information	CFDA# 93.994; Health Resources and Services Administration, (301) 443-2204
Potential Partners	Nonprofit hospitals; community-based organizations; and local health departments.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	✓ Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	✓ Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		✓ Prenatal care			
					Promoting access to healthy & nutritious food			

Migrant Education: State Grant Program

Funding Agency	Department of Education
Federal Office	Office of Elementary and Secondary Education, Office of Migrant Education
Authorization	Elementary and Secondary Education Act of 1965, Title I, Part C, as amended. 20 U.S.C. 6391 et seq.
Funding Type	Formula/Block Grant
Purpose	Grants assist states to ensure that migratory children and youth have the opportunity to meet the same challenging state content and performance standards that all children are expected to meet.
Uses of Funds	Funds are used to support high quality and comprehensive educational programs that address the needs of migratory children and youth (ages 3–21). This program is subject to non-supplanting requirements and must use a restricted indirect cost rate which is referenced under 34 CFR 76-564-76.569. For assistance call the Office of the Chief Financial Officer/Indirect Cost Group on 202-708-7770.
Who Can Apply	State education agencies or consortia of state education agencies and other appropriate entities may apply.
Application Process	State education agencies submit applications to the Department of Education that meet the requirements of the Elementary and Secondary Education Act and applicable regulations.
Flow of Funds	The Department of Education notifies an approved State Education Agency of its award.
Funding History	FY 09: \$394,771,000; FY 10: est. \$394,771,000.
Matching Requirements	Funds are allocated through a statutory formula based on each state's per pupil expenditure and the number of eligible full-time and part-time equivalent migrant students aged three through twenty-one residing within the state. In determining the full-time and part-time equivalent number of migratory children who are in a state during the summer months, the Secretary adjusts the number to take into account the special needs of those children for summer and/or intersession programs and the additional costs of operating such programs during the summer. Beginning in 2003, each state receives at least 100 percent of its fiscal year 2002 allocation and any amount in excess of that appropriation will be distributed by the formula included above.
Federal Contact Information	CFDA #84.011; Office of Elementary and Secondary Education, (202) 260-1164
Potential Partners	Local education agencies; IHEs; public and nonprofit private agencies that serve migratory children.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	✓ Alignment strategies	Absenteeism prevention strategies	Family Health Services	✓ Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	✓ Curriculum development	✓ Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

National Farmworker Jobs Program

Funding Agency	Department of Labor
Federal Office	Employment and Training Administration; Office of Vocational and Adult Education
Authorization	Workforce Investment Act of 1998, Title I D, Section 167, Public Law 105-220.
Funding Type	Discretionary/Project Grant
Purpose	Funds provide individual employability development assistance and related assistance for those individuals, including their dependents, who are primarily employed in agricultural labor that is characterized by chronic unemployment and underemployment.
Uses of Funds	Funds are provided to community-based organizations and public agencies that assist migrant and seasonal farmworkers and their families attain greater economic stability. Through this program, farmworkers are given job skills training in occupations that offer higher wages and a more stable employment outlook. Supportive services such as nutrition, health and childcare, and temporary shelter may also be provided. The National Farmworker Jobs Program also facilitates access to One-Stop Centers for Migrant and Seasonal Farmworkers so they may access the other services of the workforce system.
Who Can Apply	Public agencies and units of government (state and local); and private nonprofit institutions/organizations authorized by their charters or articles of incorporation to operate employment and training programs.
Application Process	Grants for operating National Farmworker Jobs Programs are awarded under a biennial competitive process. Applications are solicited, normally for each state's service area, through a notice published in the Federal Register that requires interested applicants to describe their 1. understanding of the problems of eligible Migrant and Seasonal Farmworkers, 2. familiarity with the areas where they propose to operate and 3. capacity to administer workforce investment activities for Migrant and Seasonal Farmworkers that include provision for related assistance that Migrant and Seasonal Farmworkers may require. Applicants may be required under the solicitation to provide their proposed plan to operate National Farmworker Jobs Program services in the areas where they propose to operate. A separate program is funded to serve the geographic area of each state, except as follows: more than one applicant may be selected to serve areas within California and some service areas comprise the geography of two adjoining states. The next anticipated competition will be for Program Years 2005-2006. (A provision for waiver of competition for a maximum four year period may be exercised by the Department).
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 09: \$80,000,000; FY 10: est. \$84,000,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 17.264; Employment Training Administration, (202) 693-2706
Potential Partners	National Farmworker Jobs Program grantees; migrant education programs; migrant Head Start programs; migrant health programs; local education agencies; community-based organizations that work with migrant families; and United Farmworkers organizations.

After-school & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	✓ Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	✓ Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

National School Lunch Program

Funding Agency	Department of Agriculture
Federal Office	Food and Nutrition Service
Authorization	National School Lunch Act, as amended, 42 U.S.C. 1751 - 1769.
Funding Type	Formula/Block Grant
Purpose	To assist states, through cash grants and food donations, in making the school lunch program available to school children and to encourage the domestic consumption of nutritious agricultural commodities.
Uses of Funds	Federally appropriated National School Lunch Program funds are available to each state agency to reimburse participating public and nonprofit private schools, of high school grades or under, including residential child care institutions, for lunches meeting the nutritional requirements prescribed by the Secretary of Agriculture, served to eligible children. Schools meeting eligibility criteria may also be reimbursed for meals and snacks served to children enrolled in programs serving youth during out-of-school time.
Who Can Apply	State and U.S. territory agencies (except territories subject to the Compact of Free Association), public and nonprofit private schools of high school grade and under; public and nonprofit private residential child care institutions, except Job Corps Centers, residential summer camps that participate in the Summer Food Service Program for children and private foster homes. Schools and residential child care institutions desiring to participate must agree to operate a nonprofit food service that is available to all children regardless of race, sex, color, National origin, age, or disability.
Application Process	Public schools in all states submit an application to the State Education Agency unless the state applies and is approved for a waiver to designate an alternate agency. Appropriate forms may be obtained from this agency. Nonprofit private schools should also apply to the State Education Agency in most states. In some states, however, the State Education Agency is prohibited by statute from disbursing Federal funds to nonprofit private schools. In such instances, the application should be submitted to the alternate state agency or the appropriate Food and Nutrition Service regional office.
Flow of Funds	The State Agency, or Food and Nutrition Service Regional Office (FNSRO) where applicable, reviews the written application of a school or a residential child care institution and, upon determination of eligibility, makes a written agreement with the school or institution for participation in the program.
Funding History	FY 08: \$8,209,848,000; FY 09: \$8,983,711,452; FY 10: est. \$10,218,168,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CDFA# 10.555; Child Nutrition Division, (703) 305-2590
Potential Partners	Charter schools.

After-school & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					✓ Promoting access to healthy & nutritious food			

National School Lunch Program: Afterschool Snacks

Funding Agency	Department of Agriculture
Federal Office	Food and Nutrition Service
Authorization	Section 17A of the National School Lunch Act, 42 U.S.C. 1766(a).
Funding Type	Entitlement
Purpose	School districts participating in the National School Lunch Program can provide reimbursable snacks to children and youths in afterschool educational or enrichment programs.
Uses of Funds	Funds may be used to reimburse the cost of afternoon snacks.
Who Can Apply	School districts are eligible if they participate in the National School Lunch Program and provide educational or enrichment activities for children after their school day has ended. Only those programs that are regularly scheduled and in an organized, structured and supervised environment are eligible to receive funds.
Application Process	The school district's food service office should contact the state agency with which it has an agreement to participate in the National School Lunch Program. Other organizations operating programs on school sites or affiliated with schools should contact the school food service director about possible participation.
Flow of Funds	The Department of Agriculture makes payments to states to reimburse the school food service office for serving snacks to children. Snacks served in schools in low-income areas are reimbursed at the free rate. In all other areas, payments are based on each child's eligibility for free and reduced-price meals.
Funding History	In FY 2009, a total of 5.18 billion lunches were served in the National School Lunch Program. Of these, 62.5% were provided free or at reduced price. The number of schools and residential child care institutions participating in the program was 101,605 in FY 2009 and 101,589 in FY 2010. Fiscal Year 2010: No Current Data Available
Matching Requirements	Food service providers must pay the difference between actual cost of food and the reimbursement rate.
Federal Contact Information	CFDA# 10.555; Food and Nutrition Service, (703) 305-2590
Potential Partners	Local education agencies; individual schools; community-based organizations; and youth serving organizations.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					✓ Promoting access to healthy & nutritious food			

Parental Information and Resource Centers

Funding Agency	Department of Education
Federal Office	Office of Elementary and Secondary Education
Authorization	Elementary and Secondary Education Act, as amended, Title V, Part D, Subpart 16.
Funding Type	Discretionary/Project Grant
Purpose	These grants assist nonprofit organizations in establishing school-linked or school-based parental information and resource centers that provide comprehensive training, information, and support to: 1. parents of children enrolled in elementary and secondary schools; 2. individuals who work with the parents of elementary and secondary students; 3. state education agencies, local education agencies, schools, organizations that support family-school partnerships, and organizations that carry out parent education and family involvement programs; and 4. parents of children from birth through age 5.
Uses of Funds	These grants are used to: 1. coordinate with other programs that support parents in helping their children get ready for school; 2. develop resource materials and provide information about family involvement programs; 3. support such promising models of family involvement as the Home Instruction Program for Preschool Youngsters (HIPPY) or Parent as Teachers Program (PAT). Each grantee receiving funds under this program must use at least 50 percent of the funds provided to serve areas with high concentrations of low-income families in order to serve parents that are severely educationally or economically disadvantaged. (Part of the funds must also be used to establish, expand, or operate a Parents As Teachers Program or a Home Instruction Program for Preschool youngsters.) Other requirements include the establishment of a special advisory committee and design requirements. For funding in subsequent years, grantees must demonstrate that a portion of the services provided under this project is supported through non-federal contributions.
Who Can Apply	Nonprofit organizations (community-based organizations) and nonprofit organizations in consortia with local educational agencies.
Application Process	The application guidelines are published in the Federal Register. Contact the program office for more information.
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 09: \$39,254,000; FY 10: est. \$39,254,000.
Matching Requirements	After the project's first year, grantees must contribute a portion of the cost of services from non-federal sources.
Federal Contact Information	CFDA# 84.310; Office of Elementary and Secondary Education, (202) 260-0911
Potential Partners	Nonprofit organizations; local educational agencies.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	✓ Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	✓ Training & technical assistance	✓ School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	✓ Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Promise Neighborhoods

Funding Agency	Department of Education
Federal Office	Office of Innovation and Improvement
Authorization	Established under the legislative authority of the Fund for the Improvement of Education Program (FIE).
Funding Type	Discretionary/Project Grant
Purpose	The program is intended to significantly improve the educational and developmental outcomes of all children in our most distressed communities, including rural and tribal communities, and to transform those communities by: 1. supporting efforts to improve child outcomes and ensure that the outcomes are communicated and analyzed on an ongoing basis by leaders and members of the community; 2. identifying and increasing the capacity of eligible entities that are focused on achieving results and building a college-going culture in the neighborhood; 3. building a continuum of academic programs and family and community supports, from the cradle through college to career, with a strong school or schools at the center; 4. integrating programs and breaking down agency “silos” so that solutions are implemented effectively and efficiently across agencies; 5. supporting the efforts of eligible entities, working with local governments, to build the infrastructure of policies, practices, systems, and resources needed to sustain and “scale up” proven, effective solutions across the broader region beyond the initial neighborhood; and 6. learning about the overall impact of Promise Neighborhoods and about the relationship between particular strategies in Promise Neighborhoods and student outcomes, including a rigorous evaluation of the program.
Uses of Funds	To effectively improve the outcomes for children in distressed communities, schools, academic programs, and family and community supports must include the following core features: * The capacity to collect, analyze, and use data to evaluate the success of their efforts. * Close integration so that time and resource gaps that contribute to children missing academic and developmental milestones do not occur. * A leader and an organization that can engage the community and are accountable for results. * A “place-based” approach, which leverages investments by focusing resources in targeted places, drawing on the compounding effect of well-coordinated actions.
Who Can Apply	Promise Neighborhoods provides funding to support eligible entities, including 1. nonprofit organizations, which may include faith-based nonprofit organizations, and 2. institutions of higher education.
Application Process	The Promise Neighborhoods program will award one-year grants to support the development of a plan to implement a Promise Neighborhood that includes the core features described above. At the conclusion of the planning grant period, grantees should have a feasible plan to implement a continuum of solutions that will significantly improve results for children in the community being served. In subsequent years, contingent on the availability of funds, the Department intends to conduct competitions for implementation grants, as well as competitions for new planning grants. While all eligible entities will be able to apply for implementation grants, eligible entities that have effectively carried out the planning activities described in the Notice Inviting Applications, whether independently or with a Promise Neighborhoods planning grant, are likely to be well positioned with the plan, commitments, data, and demonstrated organizational leadership and capacity necessary to develop a quality application for an implementation grant.
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 10: \$10,000,000.
Matching Requirements	To be eligible for an award, an applicant must demonstrate that it has established a commitment from one or more entities in the public or private sector to provide matching funds or in-kind donations for the planning process. An applicant under Absolute Priority 1 must secure funds equal to at least 50 percent of its grant award. An applicant proposing a project that meets the criteria for Absolute Priority 2 (Rural Communities) or Absolute Priority 3 (Tribal Communities) must obtain matching funds or in-kind donations equal to at least 25 percent of the grant award.
Federal Contact Information	CFDA #84.215P; Office of Innovation and Improvement, (202) 453-6615
Potential Partners	Local Education Agencies; Community-based organizations; tribes.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
✓ Academic programs & activities	✓ Alignment strategies	Absenteeism prevention strategies	✓ Family Health Services	✓ Academic support & tutoring for students	Developmental screening & follow-up services	✓ Access to training & education	Family, Friend & Neighbor Care	✓ Community engagement & public awareness
✓ Positive youth development opportunities	✓ Curriculum development	✓ Academic support for special populations	✓ Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	✓ Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		✓ School reform	✓ Parent engagement		Immunizations	✓ Training & technical assistance	✓ School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					✓ Promoting access to healthy & nutritious food			

Promoting Safe and Stable Families

Funding Agency	Department of Health and Human Services
Federal Office	Administration for Children and Families, Children's Bureau
Authorization	Social Security Act, as amended, Title IV, Part B, Subpart 2; Omnibus Budget Reconciliation Act of 1993, P.L. 103-66; Social Security Amendments of 1994, P.L. 103-432; Adoption and Safe Families Act of 1997, P.L. 105-89; Social Security Amendments of 2002, P.L. 107-133.
Funding Type	Formula/Block Grant
Purpose	This program funds: 1. community-based family support services that promote the safety and well-being of children and families by enhancing family functioning; 2. family preservation services that serve families at risk or in crisis; 3. time-limited reunification services designed to work with families to increase the likelihood of children returning to their homes within 15 months of their removal; and 4. support services designed to encourage more adoptions out of the foster care system, when adoptions promote the best interests of children, including such activities as pre- and post-adoptive services and activities designed to expedite the adoption process and support adoptive families.
Uses of Funds	Funds must be spent for family preservation, family support services, time-limited family reunification services and adoption promotion and support services.
Who Can Apply	States, territories and eligible Indian tribes.
Application Process	States must submit Child and Family Services Plans to the Secretary of HHS. The plans must be developed with consultation of the designated state agency, appropriate public and nonprofit agencies and community-based organizations. The plan must also coordinate service provision with other federal programs serving the same populations.
Flow of Funds	Funds flow quarterly to designated state child welfare agencies.
Funding History	FY 09: \$381,475,117; FY 10: est. \$391,721,737.
Matching Requirements	The federal share of funding is 75 percent for expenditures on services, up to the state's funding allotment. States must provide a 25 percent match.
Federal Contact Information	CFDA# 93.556; Children's Bureau, (202) 205-8618
Potential Partners	Public; private entities.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	✓ Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Public Charter Schools Program

Funding Agency	Department of Education
Federal Office	Office of Innovation and Improvement
Authorization	Elementary and Secondary Education Act of 1965, as amended, Title V Part B, Subpart 1. 20 U.S.C. 8061-8067.
Funding Type	Discretionary/Project Grant
Purpose	To increase national understanding of the Charter Schools Model by: 1. providing financial assistance for the design and initial implementation of charter schools; and 2. evaluating the effects of such schools, including the effects on students, student achievement, staff, and parents. Special attention is given to training teachers to better instruct students.
Uses of Funds	Each State Education Agency (SEA) receiving a grant awards subgrants to one or more eligible applicants in their state, enabling them to plan and implement a charter school. Each eligible applicant, other than an SEA, receiving funds from the Secretary or an SEA shall use the funds to plan and implement a charter school.
Who Can Apply	States—and specifically their state education agencies (SEAs)—are eligible to compete for grants if they have a charter school law in place. If an eligible State Education Agency elects not to participate in this program or does not have an approved application, authorized public chartering agencies participating in partnerships with charter school developers may apply.
Application Process	State education agencies in states that have charter school laws apply for grants through the U.S. Department of Education. Public charter agency partnerships in states without an approved application can apply directly to the U.S. Department of Education. More information can be found at http://www.ed.gov/programs/charter/applicant.html .
Flow of Funds	Funds flow to the SEAs with approved applications, who make subgrants to charter school developers through a competitive process. In states without approved applications, funds flow directly to charter developers.
Funding History	FY 08: \$190,000,000; FY 09: \$256,031,000; FY 10 est \$216,031,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 84.282; Parental Options and Information (202) 260-1882
Potential Partners	Charter schools.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	✓ Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	✓ Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	✓ Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		✓ School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Race to the Top Fund

Funding Agency	Department of Education
Federal Office	Office of Elementary and Secondary Education
Authorization	American Recovery and Reinvestment Act of 2009 (ARRA), Title XIV (Public Law 111-5)
Funding Type	Discretionary/Project Grant
Purpose	Grants are used to reward states that have made significant progress in achieving equity in teacher distribution; establishing a longitudinal data system; enhancing the quality of assessments; including English language learners and students with disabilities in state assessments; improving academic content and achievement standards; and providing effective support to schools identified for corrective action and restructuring.
Uses of Funds	Funding can be used to provide funding to develop assessments that are valid, support and inform instruction, provide accurate information about what students know and can do, and measure student achievement against standards designed to ensure that all students gain the knowledge and skills needed to succeed in college and the workplace.
Who Can Apply	Awards are made to states; “state” means each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico.
Application Process	Applications are submitted to the Department of Education.
Flow of Funds	Awards are made to states.
Funding History	FY 09: \$4,350,000,000; The program includes \$4 billion for statewide reform grants and \$350 million to support states working together to improve the quality of their assessments.
Matching Requirements	Each state receiving a Race to the Top grant shall use at least 50 percent of its grant to provide subgrants to school districts based on their relative shares of funding under Title I for the most recent year.
Federal Contact Information	CFDA # 84.395; Office of Elementary and Secondary Education, (202) 401-0113
Potential Partners	Local Education Agencies.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		✓ School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Ready to Learn Television

Funding Agency	Department of Education
Federal Office	Office of Innovation and Improvement
Authorization	Elementary and Secondary Education Act, as amended, Title II, Part D, Subpart3, 20 U.S.C. 6775 A.
Funding Type	Discretionary/Project Grant
Purpose	To facilitate student academic achievement by developing educational programming, with accompanying educational support materials, for preschool and early elementary school children and their families.
Uses of Funds	The program makes awards to support the development and distribution of educational video programming and related outreach materials. Administrative costs are limited by the authorizing statute. Entities receiving a grant, contract, or cooperative agreement from the Secretary may not use more than five percent of the amounts received for the normal and customary expenses of administering the grant. Programming is to be made widely available, with support materials as appropriate, to young children, their parents, child care workers, and Head Start and Even Start providers.
Who Can Apply	To be eligible to receive a grant, contract, or cooperative agreement, an entity shall be a public telecommunications entity that can demonstrate a capacity to: 1. develop and disseminate educational and instructional television programming nationwide; 2. contract with the producers of children's television programming; 3. negotiate such contracts in a manner that returns an appropriate share of ancillary income from sales of program-related products; and 4. localize programming and materials to meet specific state and local needs.
Application Process	Preapplication coordination is required. An applicant should consult the office or official designated as the single point of contact in his or her state for more information on the process the state requires to be followed in applying for assistance, if the state has selected the program for review. Applicants may contact the headquarters office at the Department of Education, Office of Innovation and Improvement, Technology in Education Programs for application packages containing the announcement, application, and forms.
Flow of Funds	Funds flow directly to grantees. Following an initial award of 12 months, four additional 1-year, non-competing continuation awards may be made, for a total term of 5 years. Renewals are subject to the availability of funds.
Funding History	FY 09: \$25,382,800; FY 10: est. \$27,248,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 84.295; Office of Innovation and Improvement, (202) 205-5449
Potential Partners	Public institutions; Child Care programs; and Head Start programs.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	✓ Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	✓ Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		✓ Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Ready to Teach

Funding Agency	Department of Education
Federal Office	Office of Innovation and Improvement
Authorization	Elementary and Secondary Education Act, Executive Order Title V, Part D, Subpart 8, 20 U.S.C. 7257-7257d.
Funding Type	Discretionary/Project Grant
Purpose	Grants are used to carry out a national telecommunications-based program to improve teaching, and prepare students to achieve challenging academic standards, in core curriculum areas. The Ready to Teach program also supports digital educational programming grants that enable eligible entities to develop, produce, and distribute educational and instructional video programming.
Uses of Funds	This program supports projects that promote online professional development for teachers in core curricular areas and projects that develop, distribute, and produce educational video programming.
Who Can Apply	Nonprofit telecommunications entities or a partnership of those entities that can demonstrate a capacity for the development and distribution of educational instructional television programming of high quality.
Application Process	Contact the Department of Education.
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 09 \$10,700,000; No additional obligations expected for FY 2010 and 2011.
Matching Requirements	Digital educational programming grants awarded under ESEA Sec. 5484 require a match of not less than 100 percent from non-federal sources. Grants awarded under ESEA Sec. 5481, to carry out a national telecommunications-based program, have no formula or matching requirements. Such matching funds may include funds provided for the transition to digital broadcasting, as well as in-kind contributions.
Federal Contact Information	CFDA# 84.286; Office of Innovation and Improvement, (202) 205-5880
Potential Partners	Nonprofit telecommunications entities.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	✓ Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	✓ Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		✓ Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Reduction and Prevention of Children's Exposure to Violence (Safe Start)

Funding Agency	Department of Justice
Federal Office	Office of Juvenile Justice and Delinquency Prevention
Authorization	Public Law 105-277.
Funding Type	Demonstration Grant
Purpose	The focus of this program is to develop a demonstration initiative to prevent and reduce the impact of family and community violence on young children (primarily from birth to six years of age) by helping communities to expand existing partnerships between service providers (such as law enforcement, mental health, health, early childhood education and others) to create a comprehensive service delivery system.
Uses of Funds	Grantees use funds to: 1. establish and enhance a broad range of local prevention, intervention and treatment services for young children who have been exposed and are at risk of exposure to violence; 2. develop effective multi-agency protocols; and 3. coordinate services to develop a community-wide system for responding to the needs of children exposed or at risk of exposure to violence.
Who Can Apply	Applicants must be a public agency applying on behalf of a collaborative group of organizations working to prevent and address the impact of exposure to violence on children. Private and nonprofit agencies and organizations may apply as co-applicants as long as the lead applicant is a public agency.
Application Process	Candidates submit applications to the Office of Juvenile Justice and Delinquency Prevention.
Flow of Funds	Grants are awarded to public agencies and then distributed among a collaborative group of agencies (private or nonprofit) that serve as co-applicants.
Funding History	FY 09: \$202,833; FY 10: est. \$4,971,959.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 16.730; Office of Juvenile Justice and Delinquency Prevention, (202) 616-3637
Potential Partners	Community-based organizations; public agencies; and private agencies and organizations.

After-school & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	✓ Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Retired and Senior Volunteer Program (RSVP)

Funding Agency	Corporation for National and Community Service
Federal Office	none
Authorization	Domestic Volunteer Service Act of 1973, as amended, Title II, Part A, Section 201, P.L. 93-113, 42 U.S.C. 5001, as amended; National and Community Service Trust Act of 1993, P.L. 103-82.
Funding Type	Discretionary/Project Grant
Purpose	Provides a variety of opportunities for retired and senior persons, age 55 and over, to serve their community through volunteer service.
Uses of Funds	Grant funds are provided to eligible sponsoring organizations (including nonprofit organizations, Indian tribes or state/local government) to operate an RSVP project in a specified geographic service area. RSVP are openly competitive only in the first three-year cycle. Upon successful completion of a first grant cycle, the existing grantee is automatically eligible to renew the grant. RSVP volunteers serve in diverse assignments for as few or as many hours per as the volunteer prefers and are placed through networks of local organizations serving as placement sites called "Volunteer Stations." RSVP volunteers mentor at-risk youth, recruit community volunteers for organizations, provide independent living services to frail seniors, help with disaster preparedness and recovery, and other duties too numerous to mention.
Who Can Apply	State government agencies, local government agencies, private nonprofit organizations, faith-based and secular.
Application Process	Federally funded grants for new RSVP projects are available when there is an increase in the federal appropriations above the base funding required for the existing portfolio. Organizations interested in developing a local RSVP project should contact the appropriate Corporation for National and Community Service state program office. For more information visit http://www.seniorcorps.gov/about/contact/stateoffices.asp
Flow of Funds	Direct grants from the Corporation for National and Community Service to the grantee organization.
Funding History	FY 08: \$56,870,000; FY 09: est. \$56,870,000; FY 10: est. \$61,327,000.
Matching Requirements	The RSVP sponsor is responsible for generating needed financial support from a variety of sources, including federal, non-federal, grants, cash and in-kind contributions, to meet the budgeted costs of the program.
Federal Contact Information	CFDA# 94.002; National Senior Service Corps, (202) 606-6715
Potential Partners	Nonprofit organizations (secular and faith-based); schools; colleges; universities; and Area Agencies on Aging, Volunteer Centers.

After-school & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Safe and Drug-Free Schools and Communities Act: National Programs

Funding Agency	Department of Education
Federal Office	Office of Safe and Drug Free Schools
Authorization	No Child Left Behind Act, Title IV, Part A, Subpart 2, Sections 4121-4141, as amended, P.L. 103-382, 20 U.S.C. 7131-7133.
Funding Type	Discretionary/Project Grant
Purpose	This program is a companion to the Drug-Violence Prevention: State Program. National Programs, through grants, contracts, and interagency agreements, support a variety of initiatives designed to create safe and drug-free learning environments and promote healthy childhood development. The National Program represents a variety of discretionary initiatives that respond to emerging needs. Among these initiatives are direct grants to school districts and communities with severe drug and violence problems, program evaluation and information development and dissemination of model drug and violence prevention programs.
Uses of Funds	Projects funded under this program support drug and violence prevention and education activities, and may be required to address specific priorities identified in the Federal Register notice of funds availability.
Who Can Apply	Public and private individuals and entities are eligible to apply. Entities eligible for discretionary grants vary by competition and are announced in the Federal Register notice governing the competition.
Application Process	Submit applications in accordance with applicable program announcements (see URL below). Applicants can submit applications using www.grants.gov . A peer review panel selects application finalists. The Department of Education makes the final decision on the approval and funding of applications.
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 08: \$218,632,000; FY 09: \$220,240,000; FY 10 est \$224,053,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 84.184; Office of Safe and Drug-Free Schools, (202) 260-3954
Potential Partners	Charter schools; private entities; and public entities.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
✓ Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	✓ Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
✓ Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
✓ Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Safe and Drug-Free Schools and Communities Act: State Grants

Funding Agency	Department of Education
Federal Office	Office of Safe and Drug Free Schools
Authorization	Elementary and Secondary Education Act, Title IV, Part A, Subpart 1, as amended. 20 U.S.C. 7111-7118.
Funding Type	Formula/Block Grant
Purpose	The program provides support to State education agencies (SEAs) for drug and violence prevention activities focused on school-age youth. State education agencies are required to distribute 93 percent of funds to Local education agencies (LEAs) for drug and violence prevention activities.
Uses of Funds	Drug and violence prevention activities authorized under the statute may include developing instructional materials; counseling services; professional development programs for school personnel, students, or community leaders; implementing conflict resolution, peer mediation, and mentoring programs; implementing character education programs and community service projects; establishing safe zones of passage for students to and from school; and acquiring and installing metal detectors and hiring security personnel.
Who Can Apply	State Governors; SEAs, Guam, American Samoa, the Virgin Islands, and the Commonwealth of the Northern, Mariana Islands may apply. Native Hawaiians, organizations representing and serving Native Hawaiians and recognized by the Governor of Hawaii may apply for those programs.
Application Process	States submit an application to the U.S. Department of Education for funds. Local or intermediate education agencies or consortia must apply to the state educational agency.
Flow of Funds	States must reserve up to 20 percent of funds for the governor. States are required to distribute 93 percent of the remaining funds to local education agencies (LEAs).
Funding History	FY 08: \$218,632,000; FY 09: \$294,759,000; FY 10 est \$0.
Matching Requirements	This program has MOE requirements; see funding agency for further details.
Federal Contact Information	CFDA# 84.186; Office of Safe and Drug-Free Schools, (202) 205-8134
Potential Partners	Charter schools; LEAs.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	✓ Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	✓ Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

School Breakfast Program

Funding Agency	Department of Agriculture
Federal Office	Food and Nutrition Service
Authorization	Child Nutrition Act of 1966, as amended, 42 U.S.C. 1773, 1779, Public Laws 104-193, 100-435, 99-661, 97-35.
Funding Type	Entitlement
Purpose	This program assists states in providing a nutritious breakfast service for school children through cash grants and food donations.
Uses of Funds	Funds are used to subsidize breakfasts that meet the nutritional requirements prescribed by the Secretary of Agriculture and that are served to eligible children at participating schools. Children are eligible for free or reduced-price breakfasts based on their family income.
Who Can Apply	State and U.S. territory agencies; public and nonprofit private schools of high school grade and under; public and nonprofit private residential child care institutions, except Job Corps Centers; residential summer camps that participate in the Summer Food Service Program for Children; and private foster homes.
Application Process	Public schools make application to the State Education Agency unless the state applies or is approved for a waiver to designate an alternate agency. Nonprofit private schools should also apply to the State Education Agency in most states.
Flow of Funds	Funds flow to states and from there to schools and other eligible providers.
Funding History	FY 08: \$2,367,186,000; FY 09: \$2,568,996,185; FY 10: est. \$2,897,802,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 10.553; Child Nutrition Division, (703) 305-2590
Potential Partners	Charter schools; LEAs.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					✓ Promoting access to healthy & nutritious food			

School Improvement Grants

Funding Agency	Department of Education
Federal Office	Office of Elementary and Secondary Education
Authorization	Elementary and Secondary Education Act (ESEA), as amended , Executive Order Section 1003(g), Title I, Public Law 107-110, 115 Stat. 1442, 20 U.S.C 6303(g).
Funding Type	Formula/Block Grant
Purpose	To support competitive subgrants to local education agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. In general, SEAs must give priority to LEAs with Title I eligible schools ranked in the bottom five percent of such schools, based on student achievement and lack of progress in improving student achievement, as well as secondary schools with a graduation rate below 60 percent over a number of years. LEAs seeking funding to serve such schools must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.
Uses of Funds	A State Education Agency (SEA) must allocate at least 95 percent of the amount of the funds it receives directly to LEAs, primarily to implement specified school intervention models in Title I eligible schools ranked in the bottom five percent of such schools, based on student achievement and lack of progress in improving student achievement, as well as secondary schools with a graduation rate below 60 percent over a number of years . An SEA may retain up to 5 percent of the grant amount received for administration, evaluation, and technical assistance expenses. At the LEA level, these funds may be used for any reasonable costs associated with implementing required school intervention models, or with carrying out school improvement, corrective action, or other restructuring activities.
Who Can Apply	State education agencies (SEAs) with approved state plan amendments are eligible to receive funds. To be eligible to receive Title I School Improvement funds, an LEA must have one or more schools identified for school improvement, corrective action, or restructuring under Section 1116(b) of Title I.
Application Process	The U.S. Department of Education has issued guidance and an electronic application for this program, which may be found at http://www2.ed.gov/programs/sif/index.html .
Flow of Funds	Funds flow to SEAs who then allocate funding to eligible LEAs.
Funding History	FY 09: \$545,633,000; FY 10: est. \$545,633,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 84.377; Office of Elementary and Secondary Education, (202) 260-0824
Potential Partners	Not applicable.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		✓ School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

School Leadership Program

Funding Agency	Department of Education
Federal Office	Office of Innovation and Improvement
Authorization	Elementary and Secondary Education Act of 1965, as amended, Part A Subpart 5
Funding Type	Discretionary/Project Grant
Purpose	This program provides Local education agencies with funds to develop, enhance, or expand innovative programs to recruit, train, and mentor principals or assistant principals for high-need schools.
Uses of Funds	Under this program, funds can be used to support projects that provide financial incentives to aspiring principals or assistant principals, provide stipends to principals who mentor new principals, carry out professional development programs in instructional leadership and management, and provide incentives for teachers or individuals from other fields to become principals or assistant principals.
Who Can Apply	Institutions of Higher Education in partnership with high-need LEA/s, High-need Local Education Agencies (LEAs), Nonprofit Organizations in partnership with high-need LEA's.
Application Process	Applications must be submitted electronically at http://www.grants.gov .
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 08: \$14,473,650; FY 09: \$19,220,000; FY 10 est \$29,220,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 84.363; Teacher Quality Programs, (202) 205-5009
Potential Partners	Charter schools; LEA; IHE; and nonprofit organizations.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	✓ Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	✓ Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Small, Rural School Achievement Program

Funding Agency	Department of Education
Federal Office	Office of Elementary and Secondary Education
Authorization	Elementary and Secondary Education Act, Title VI, Part B
Funding Type	Formula/Block Grant
Purpose	The purpose of this program is to provide financial assistance to rural districts to assist them in meeting their state's definition of adequate yearly progress.
Uses of Funds	Funds may be used to carry out the following Federal programs: Part A of Title I (Improving the Academic Achievement of Disadvantaged Children); Part A of Title II (Teacher and Principal Training and Recruiting); Part D of Title II (Enhancing Education Through Technology); Title III (Language Instruction for Limited English Proficient and Immigrant Students); Part A of Title IV (Safe and Drug-Free Schools); Part B of Title IV (21st Century Community Learning Centers); Part A of Title V (Innovative Programs).
Who Can Apply	Rural Local Education Agencies (LEAs) that fulfill certain requirements, including charter schools
Application Process	Applicants can apply electronically at http://e-grants.ed.gov .
Flow of Funds	Funds flow directly to eligible LEAs.
Funding History	FY 08: \$85,927,161; FY 09: \$86,691,000; FY 10: \$87,241,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 84.358A; Office of Elementary and Secondary Education, (202) 401-0039
Potential Partners	Local Educational Agencies.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	✓ Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		✓ School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Social Services Block Grant (SSBG)

Funding Agency	Department of Health and Human Services
Federal Office	Administration for Children and Families
Authorization	Social Security Act, Title XX, as amended; Omnibus Budget Reconciliation Act of 1981, as amended, Public Law 97-35; Jobs Training Bill, Public Law 98-8; Public Law 98-473; Medicaid and Medicare Patient and Program Act of 1987; Omnibus Budget Reconciliation Act of 1987, Public Law 100-203; Family Support Act of 1988, Public Law 100-485; Omnibus Budget Reconciliation Act of 1993, Public Law 103-66; 42 U.S.C. 1397 et seq.
Funding Type	Formula/Block Grant
Purpose	SSBG provides services directed toward one of the following five goals as specified in the law: 1. preventing, reducing or eliminating dependency; 2. achieving or maintaining self-sufficiency; 3. preventing neglect, child abuse, or exploitation of children and adults; 4. preventing or reducing inappropriate institutional care; and 5. securing admission or referral for institutional care when other forms of care are not appropriate.
Uses of Funds	States and other eligible jurisdictions determine their own social services programs. Examples of funded services include child day care, protective and emergency services for children and adults, homemaker and chore services, information and referral, adoption, foster care, counseling, and transportation.
Who Can Apply	The 50 state governments, the District of Columbia, Puerto Rico, and most territories are eligible to receive grants. States may provide or contract out for services. For-profit agencies that waive their fees may apply for these sub-grants.
Application Process	Prior to expending any funds, the state must report on the intended use by providing information on the types of activities to be supported and the categories or characteristics of individuals to be served.
Flow of Funds	Funds flow to states on a quarterly basis. A state may transfer up to 10 percent of its allotment for any fiscal year to one or any combination of three health care block grants and/or Low-Income Home Energy Assistance block grant. States are allowed to transfer up to 10 percent of their Temporary Assistance for Needy Families (TANF) allotment to this program.
Funding History	FY 09: \$2,300,000,000; FY 10: est. \$1,700,000,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 93.667; Administration for Children and Families, (202) 401-2333
Potential Partners	Public and private social service agencies; faith-based organizations; community groups; and other child or family serving organizations.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	✓ Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Social Services Research and Demonstration Grants

Funding Agency	Department of Health and Human Services
Federal Office	Administration for Children and Families
Authorization	Social Security Act, Title XI, Section 1110, as amended by P.L. 86-778, P.L. 88-452, P.L. 90-248, P.L. 96-265 and P.L. 99-190, 42 U.S.C. 1310.
Funding Type	Discretionary/Project Grant
Purpose	Grants are used to promote the ability of families to be financially self-sufficient, and to promote the healthy development and greater social well-being of children and families.
Uses of Funds	Funds can be used toward a wide range of activities, including responsible fatherhood programs, home visitation demonstration projects, child welfare and child care.
Who Can Apply	Grants and cooperative agreements may be made to or with governmental entities, colleges, universities, nonprofit and for-profit organizations (if fee is waived). Contracts may be awarded to nonprofit or for-profit organizations. Grants or cooperative agreements cannot be made directly to individuals.
Application Process	All information and forms required to prepare a grant or cooperative agreement application are published in the Federal Register. Copies of the program announcement may be available on the Internet or from the Office of Planning, Research and Evaluation, ACF, 7th Floor, 370 L'Enfant Promenade, SW, Washington, DC 20447. All information needed to submit a proposal for a contract is provided through a Request for Proposal published in the Commerce Business Daily.
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 09: \$20,188,000; FY 10: est. \$25,372,000.
Matching Requirements	Generally, cost sharing of 25 percent of the total approved project cost is required for grants or cooperative agreements; contract recipients are not required to share in the project cost.
Federal Contact Information	CFDA# 93.647; Administration for Children and Families, (202) 205-4829
Potential Partners	Colleges and universities; nonprofit organizations; and community-based organizations.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	✓ Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	✓ Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	✓ Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	✓ Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Special Education: Early Intervention Programs for Infants and Toddlers with Disabilities (IDEA Part C)

Funding Agency	Department of Education
Federal Office	Office of Special Education and Rehabilitative Services
Authorization	Individuals with Disabilities Education Act (IDEA), Part C, as amended, 20 U.S.C. 1471-1485.
Funding Type	Formula/Block Grant
Purpose	To assist each state to develop and implement a statewide, comprehensive, coordinated, multidisciplinary, interagency system to provide early intervention services for infants and toddlers with disabilities, and their families.
Uses of Funds	Funds can be used to assist states in implementing and maintaining their statewide systems of early intervention services. Funding may also be used to provide direct services for eligible infants and toddlers with disabilities aged birth through 2 and their families that are not otherwise provided by other public or private sources, to expand and improve services for infants and toddlers with disabilities that are otherwise available and to provide a free appropriate public education, in accordance with Part B of IDEA, to children with disabilities from their third birthday to the beginning of the following school year. States also have the discretion to provide services to infants and toddlers who are at risk of having substantial developmental delays if they do not receive appropriate early intervention services. The Individuals with Disabilities Education Improvement Act of 2004 amended IDEA to allow states, at their discretion, to continue to serve children with disabilities under this program beyond age three until the children enter or are eligible to enter kindergarten or elementary school, if such children are otherwise eligible for services under the Preschool Grants Program (84.173), and previously received services under the Part C program.
Who Can Apply	The 50 states, the District of Columbia, the Commonwealth of Puerto Rico, the Secretary of the Interior and the following jurisdictions: Guam, American Samoa, the Virgin Islands, and the Commonwealth of the Northern Mariana Islands.
Application Process	The standard application forms as furnished by the Federal agency and required by OMB Circular No. A-102 must be used for this program. This program is eligible for coverage under E.O. 12372, "Intergovernmental Review of Federal Programs." An applicant should consult the office or official designated as the single point of contact in his or her state for more information on the process the state requires to be followed in applying for assistance, if the state has selected the program for review.
Flow of Funds	All eligible applicants receive awards if they have approvable applications.
Funding History	FY 09: \$439,427,000; FY 10: est. \$439,427,000.
Matching Requirements	Awards are based on each applicants proportionate share of children, aged birth through two years, in their general population, based on the most recent census data. No state receives less than 0.5 percent of the funds available for all states. The Department of Interior receives 1.25 percent of the amount available to states. The territories receive up to 1 percent of the funds appropriated. There are no matching requirements.
Federal Contact Information	CFDA# 84.181; Office of Special Education Programs, (202) 245-7629
Potential Partners	Community-based organizations; nonprofit agencies; and schools.

After-school & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	✓ Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	✓ Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	✓ Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Special Education: Grants to States (IDEA Part B)

Funding Agency	Department of Education
Federal Office	Special Education and Rehabilitative Services
Authorization	Individuals with Disabilities Education Act (IDEA), Part B, Sections 611, as amended, 20 U.S.C. 1411.
Funding Type	Formula/Block Grant
Purpose	Grants are awarded to states to assist in providing free appropriate public education for all children and youth with disabilities.
Uses of Funds	Federal funds are combined with state and local funds to provide all children with free appropriate public education, including special education and related services. Funds may be used for salaries of teachers and other personnel, education materials, related services such as special transportation or occupational therapy that allow children and youth with disabilities to access all education services, and other education-related costs.
Who Can Apply	State education agencies in the 50 states, District of Columbia, Puerto Rico, American Samoa, Commonwealth of the Northern Mariana Islands, Guam and Virgin Islands, the Department of the Interior, and freely associated states. Local education agencies apply to their State Education Agency for subgrants.
Application Process	States must submit a three-year plan describing the purposes and activities for which funds will be used. Public hearings on the plan must be held. Local education agencies apply to their State Education Agency for funds.
Flow of Funds	Funds flow to state education agencies. Local education agencies submit their applications for subgrants to state education agencies for approval. Funds are awarded based on a statutory formula. In general, subject to minimum and maximum funding requirements, if the funds available to states increase from one year to the next, each of the states first received what it received in 1999. Eighty-five percent of the remaining funds are distributed based on the relative number of children with disabilities; 15 percent of the remaining funds are distributed based on the relative numbers of those children living in poverty. If the amount available to these entities decreases from one year to the next, each entity receives what it did in 1999. Remaining funds are distributed in proportion to the increased these entities received between 1999 and the present year. Each state can reserve 10% for the purpose of assisting LEAs to address the needs of children with disabilities.
Funding History	FY 09: \$11,300,000,000; FY 10: est. \$0.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 84.391; Office of Special Education Programs, (202) 245-7629
Potential Partners	State education agencies; local education agencies; organizations serving individuals with disabilities; and community-based organizations.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	✓ Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	✓ Curriculum development	✓ Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	✓ Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	✓ Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Special Education: Parent Information Centers (IDEA Part D)

Funding Agency	Department of Education
Federal Office	Office of Special Education and Rehabilitative Services
Authorization	Individuals with Disabilities Education Act (IDEA), Part D, Subpart 3, Chapter 1, Sections 671-673, as amended, 20 U.S.C. 1471-1473.
Funding Type	Discretionary/Project Grant
Purpose	This program ensures that children with disabilities, and parents of children with disabilities: 1. receive training and information on their rights and protections under the IDEA, and 2. can effectively participate in planning and decision making related to early intervention, special education, and transitional services, including the development of the Individualized Education Program (IEP).
Uses of Funds	Funds must be used to support the objectives of the program.
Who Can Apply	Parent organizations, as defined in Section 671(a)(2) of the Individuals with Disabilities Education Act are eligible for parent center awards under IDEA sections 671 and 672. For IDEA section 673, State education agencies (SEAs), local education agencies (LEAs), public charter schools that are LEAs under state law, institutions of higher education (IHEs), other public agencies, private nonprofit organizations, outlying areas, freely associated states, Indian tribes or tribal organizations, and for-profit organizations.
Application Process	An applicant should consult the office or official designated as a single point of contact in his or her state to be followed in applying for assistance, if the state has selected the program for review. The standard application forms as furnished and required by OMB Circular No. A-102 must be used for this program. The program is subject to the provisions of OMB Circular No. A-110.
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 09: \$27,028,000; FY 10: est. \$28,028,000.
Matching Requirements	The Secretary may require a recipient of a grant, contract, or cooperative agreement to share in the cost of a project.
Federal Contact Information	CFDA# 84.328; Office of Special Education and Rehabilitative Services, (202) 205-9161
Potential Partners	Community-based organizations; nonprofit agencies; and schools.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	✓ Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	✓ Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Special Education: Preschool Grants (IDEA Part B Section 619)

Funding Agency	Department of Education
Federal Office	Office of Special Education and Rehabilitative Services
Authorization	Individuals with Disabilities Education Act (IDEA), Part B, Section 619, as amended.
Funding Type	Formula/Block Grant
Purpose	To provide funds to states to assist them in providing a free appropriate public education to children with disabilities ages 3 through 5 years, and at a state's discretion, to 2 year old children with disabilities who will reach age three during the school year.
Uses of Funds	Funds are used by state education agencies in accordance with the priorities in the Act to: 1. Provide a free appropriate public education (FAPE) to preschool children with disabilities ages 3 through 5, and at the state's discretion, to 2-year old children with disabilities who will reach age 3 during the next school year; 2. at the state's discretion set-aside funds for support services, direct services, for the state's State Improvement Plan, for activities to meet the state's performance goals, and to supplement other funds used for a statewide coordinated service system designed to improve results for children and families.
Who Can Apply	State education agencies in the 50 states, the District of Columbia, Puerto Rico.
Application Process	States are eligible to receive funds under this program if the state establishes eligibility for funds under Section 612 of Part B of the Individuals with Disabilities Education Act (IDEA) and if the state makes free appropriate public education available to all 3 through 5-year old children with disabilities residing in the state. Local education agencies establish eligibility for Preschool Grant funds by meeting local application eligibility requirements in section 613 of Part B of the IDEA. No separate application for section 619 funds is required.
Flow of Funds	Once the state has established eligibility to receive funds under part B of the IDEA, a grant award representing the total preschool grant amount for that fiscal year is forwarded to the state's department of education. A state must serve all 3 through 5- year old children with disabilities if the state wants to continue participating in this program, as well as to receive funds for 3 through 5-year old children served under the Grants to States program and discretionary funds under Part D of the IDEA pertaining to projects for 3 through 5-year old children with disabilities. LEAs access funds from the SEA.
Funding History	FY 09: \$374,099,000; FY 10: est. \$374,099,000.
Matching Requirements	Preschool Grants are awarded to states based on a statutory formula. A state first receives the amount it received under this program in federal fiscal year 1997. If the appropriation for this program in any subsequent fiscal year exceeds the amount for the preceding fiscal year, 85 percent of the excess appropriation over the fiscal year 1997 appropriation is awarded to states based on their relative populations of children aged 3 through 5, and 15 percent of the excess appropriation is awarded based on the state's relative population of all children aged 3 through 5 living in poverty.
Federal Contact Information	CFDA# 84.173; Office of Special Education Programs, (202) 245-7553
Potential Partners	State Educational Agencies.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	✓ Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	✓ Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	✓ Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Special Education: State Personnel Development (IDEA Part D)

Funding Agency	Department of Commerce
Federal Office	none
Authorization	Individuals with Disabilities Education Act (IDEA), Part D, Subpart 1, as amended by Public Law 105-17, 20 U.S.C. 1452-1456
Funding Type	Discretionary/Project Grant
Purpose	To assist state education agencies and their partners in reforming and improving their systems for providing educational, early intervention, and transitional services, including their systems for professional development, technical assistance, and dissemination of knowledge about best practices to improve results for children with disabilities.
Uses of Funds	Funds must be used to address the objectives of the program. Infants, toddlers, and children with disabilities, and other individuals with disabilities, and their families benefit from this program.
Who Can Apply	State educational agencies.
Application Process	The standard application forms as furnished by the Office of Special Education and Rehabilitative Services and required by OMB Circular No. A-102 must be used for this program.
Flow of Funds	Funds flow directly to LEAs.
Funding History	FY 09: \$48,000,000; FY 10: est. \$48,000,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 84.323; Office of Special Education and Rehabilitative Services, (202) 245-6673
Potential Partners	Educational agencies; nonprofit organizations.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	✓ Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Special Education: Technology and Media Services (IDEA Part D)

Funding Agency	Department of Education
Federal Office	Office of Special Education and Rehabilitative Services
Authorization	Individuals with Disabilities Education Act (IDEA), Part D, Subpart 2, Section 687, as amended, Public Law 105-17, 20 U.S.C. 1487.
Funding Type	Discretionary/Project Grant
Purpose	The purpose of this program is 1. to promote the development, demonstration and utilization of technology; 2. support educational media activities designed to be of educational value to children with disabilities and other specified media-related activities; and 3. support for some captioning, video description, and cultural activities.
Uses of Funds	Funds are to be used to develop and use technology and educational media to support children with disabilities.
Who Can Apply	State education agencies, local education agencies, institutions of higher education, other public agencies, private nonprofit organizations, an outlying area, Indian tribes or tribal organizations (as defined under section 4 of the Indian Self-Determination and Education Assistance Act), and for-profit organizations, if the Secretary finds it appropriate in light of the purposes of a particular competition for a grant, contract, or cooperative agreement.
Application Process	Applicants must use the standard application form furnished by the Department.
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 08: \$39,301,200; FY 09: \$38,615,000; FY 10: est. \$43,973,000.
Matching Requirements	A recipient of a grant, contract, or cooperative agreement may be required to share in the cost of a project.
Federal Contact Information	CFDA# 84.327; Division of Research to Practice, Office of Special Education and Rehabilitative, (202) 245-7473
Potential Partners	Indian tribes; institutions of higher education; local education agencies; state education agencies; and other public and nonprofit organizations.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	✓ Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		✓ Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Special Education: Personnel Development to Improve Services and Results for Children with Disabilities (IDEA Part D)

Funding Agency	Department of Education
Federal Office	Office of Special Education and Rehabilitative Services
Authorization	Individuals with Disabilities Education Act (IDEA), Part D, Subpart 2, Chapter 1, Section 673, as amended, Public Law 105-17, 20-U.S.C. 1473.
Funding Type	Discretionary/Project Grant
Purpose	Under this program, funds help address state-identified needs for qualified personnel in special education, related services, early intervention, and regular education, to work with children with disabilities and ensure that those personnel have the skills and knowledge that are needed to serve those children.
Uses of Funds	Funds must be used to prepare personnel to serve children with both low and high-incidence disabilities and for special projects.
Who Can Apply	A State Education Agency, a local educational agency, an institution of higher education, any other public agency, a private nonprofit organization, an outlying area, an Indian tribe or tribal organization (as defined under section 4 of the Indian Self-Determination and Education Assistance Act), and a for-profit organization, if the Secretary finds it appropriate in light of the purposes of a particular competition for a grant, contract, or cooperative agreement.
Application Process	Applicants will respond to competitive requirements contained in a Notice of Funding Availability (NOFA) published in the Federal Register each year and detailed application requirements contained in application kits available with each NOFA competition. Applicants may also consult the office or official designated as a single point of contact in his or her state to be followed in applying for assistance, if the state has selected the program for review.
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 09: \$90,653,000; FY 10: est. \$90,653,000.
Matching Requirements	The Secretary may require a recipient of a grant, contract, or cooperative agreement to share in the cost of a project.
Federal Contact Information	CFDA# 84.325; Office of Special Education and Rehabilitative Services, (202) 401-7659
Potential Partners	Local education agencies; community-based organizations.

After-school & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	✓ Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	✓ Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)

Funding Agency	Department of Agriculture
Federal Office	Food and Nutrition Service
Authorization	Child Nutrition Act of 1966, as amended, Section 17, 42 U.S.C. 1786.
Funding Type	Formula/Block Grant
Purpose	To provide low-income pregnant, breastfeeding and postpartum women, infants, and children to age five determined to be at nutritional risk, at no cost, supplemental nutritious foods, nutrition education, and referrals to health care providers.
Uses of Funds	Grants are made to state health departments or comparable agencies, Indian tribes, bands, or intertribal councils, or groups recognized by the Bureau of Indian Affairs, U.S. Department of the Interior, or the Indian Health Service of the U.S. Department of Health and Human Services. These agencies distribute funds to participating local public or nonprofit private health or welfare agencies. Funds are expended to pay for supplemental foods, nutrition education and health care referrals for participants, as well as specified administrative costs, including certification services. State agencies are provided Federal funds according to legislative and regulatory formulas. Only local agencies qualifying under state agency applications with formal agreements may operate WIC programs.
Who Can Apply	A local agency is eligible to apply to deliver locally the services of the WIC Program, provided that: 1. it serves a population of low-income women, infants, and children at nutritional risk; and 2. it is a public or private nonprofit health or human service agency. All local agencies must apply through the responsible state or U.S. territory agency.
Application Process	Local agencies must apply to the state agency in writing. Individual participants apply for WIC benefits at an approved local agency.
Flow of Funds	Funds are awarded by the Department on the basis of funding formulas to state agencies for distribution to approved local agencies subject to available funds.
Funding History	FY 09: \$6,985,791,742; FY10: est. \$7,672,544,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 10.557; Food and Nutrition Service, (703) 305-2746
Potential Partners	Local public or nonprofit private health or welfare agencies.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		✓ Prenatal care			
					✓ Promoting access to healthy & nutritious food			

Striving Readers Comprehensive Literacy Program

Funding Agency	Department of Education
Federal Office	Office of Elementary and Secondary Education
Authorization	Title I, Part E, Section 1502 of the Elementary and Secondary Education Act of 1965 as amended.
Funding Type	Discretionary/Project Grant, Formula/Block Grant
Purpose	The objective of the Striving Readers Comprehensive Literacy (SRCL) program is to advance literacy skills, including pre-literacy skills, reading and writing for students from birth through grade 12, including limited-English-proficient students and students with disabilities. The purpose of the SRCL formula grants to state education agencies (SEAs) is to establish and support a state literacy team with expertise in literacy development and education for children from birth to grade 12 to assist the state in developing a comprehensive literacy plan. SRCL discretionary grants may be subgranted to local education agencies (LEAs) and providers to create a comprehensive literacy program to advance literacy skills for students from birth through grade 12.
Uses of Funds	Formula funds must be used to establish and support a state literacy team and the development of a comprehensive literacy plan. Discretionary funds subgranted to LEAs and other eligible entities must use funds for services and activities that have characteristics of effective literacy instruction through professional development, screening and assessment, targeted interventions for students reading below grade level and other research-based methods of improving classroom instruction and practices for all students.
Who Can Apply	SRCL formula grants for state literacy teams will be awarded to SEAs based on each state's relative share of funds under Part A of Title I of the ESEA for fiscal year 2009 (excluding ARRA funds); no state shall receive less than \$150,000. State literacy teams will be comprised of literacy experts with expertise in literacy development and education for children from birth to grade 12 and other stakeholders and will support the development of a comprehensive literacy plan. SRCL discretionary grants will be awarded competitively to SEAs that must subgrant at least 95 percent of the funds to LEAs and early childhood providers. Entities eligible for SRCL discretionary subgrants are LEAs or other nonprofit providers of early childhood education that partner with a public or private nonprofit organization or agency with a demonstrated record of effectiveness in improving the early literacy development of children from birth through kindergarten entry and in providing professional development in early literacy. States must give priority to agencies and entities serving greater numbers or percentages of disadvantaged children.
Application Process	Eligible applicants must submit to the U.S. Department of Education, Application Control Center, a complete application that addresses the purposes of the program, the selection criteria, the competitive priority included in the application notice, and includes all required assurances and signatures.
Flow of Funds	Funds flow directly to grantees.
Funding History	(Formula Grants) FY 09: \$0; FY 10: est. \$10,000,000. (Discretionary/Project Grants) FY 09: \$34,821,000; FY 10: est. \$176,000,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA #84.371B (formula grants) and 84.371C (discretionary grants); Office of Elementary and Secondary Education, (202) 401-2563
Potential Partners	Public or private institutions of higher education; eligible nonprofit or for-profit organizations (or consortia of such institutions or organizations); and local education agencies (LEAs).

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
✓ Academic programs & activities	✓ Alignment strategies	✓ Absenteeism prevention strategies	Family Health Services	✓ Academic support & tutoring for students	Developmental screening & follow-up services	✓ Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	✓ Curriculum development	✓ Academic support for special populations	Family stability services	✓ Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	✓ Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	✓ Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	✓ Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	✓ Parent engagement		Immunizations	✓ Training & technical assistance	✓ School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	✓ Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Substance Abuse and Mental Health Services Projects of Regional and National Significance (PRNS)

Funding Agency	Department of Health and Human Services
Federal Office	Substance Abuse and Mental Health Services Administration (SAMHSA)
Authorization	Public Health Service Act, as amended; Title V, Section 509; 42 USC 290bb, and Section 516; Children's Health Act of 2000; Public Law 106-310; and Sections 520 A-J, 581 and 582 of the Public Health Service Act.
Funding Type	Discretionary/Project Grant
Purpose	This program addresses priority substance abuse treatment, prevention and mental health needs of regional and national significance through assistance (grants and cooperative agreements) to states, political subdivisions of states, Indian tribes and tribal organizations, and other public or nonprofit private entities. The goal is to: 1. expand the availability of effective substance abuse treatment and recovery services available to Americans; 2. to improve the lives of those affected by alcohol and drug addictions; 3. to reduce the impact of alcohol and drug abuse on individuals, families, communities and societies; 4. to address priority mental health needs of regional and national significance; and 5. to assist children in dealing with violence and traumatic events by funding grant and cooperative agreement projects.
Uses of Funds	Grants and cooperative agreements may be for: 1. knowledge and development and application projects for treatment and rehabilitation and the conduct or support of evaluations of such projects; 2. training and technical assistance; 3. targeted capacity response programs; 4. systems change grants including statewide family network grants and client-oriented and consumer run self-help activities; and 5. programs to foster health and development of children.
Who Can Apply	Public organizations, such as units of state and local governments and domestic private nonprofit organizations such as community-based organizations, universities, colleges and hospitals can apply.
Application Process	Application kits containing the necessary forms and instructions may be obtained by contacting: the National Clearinghouse for Alcohol and Drug Information, PO Box 2345, Rockville, MD 20847-2345. Phone: (301) 468-2600 or (800) 729-6686 or the National Mental Health Services Knowledge Exchange Network at (800) 789-2647. Phone (240) 276-1199 for the receipt date for applications.
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 09: \$564,222,252; FY 10: est. \$564,656,271.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 93.243; Substance Abuse and Mental Health Services Administration, (240) 276-1407
Potential Partners	State governments; local governments; advocacy organizations; community-based organizations; parent/teacher associations; consumer and family groups; providers; courts; local police departments; mental health organizations; and schools.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	✓ Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Summer Food Service Program for Children

Funding Agency	Department of Agriculture
Federal Office	Food and Nutrition Service
Authorization	Richard B. Russell National School Lunch Act, Sections 9, 13 and 14, as amended, 42 U.S.C. 1758, 1761 and 1762a.
Funding Type	Entitlement
Purpose	The Summer Food Service Program (SFSP) provides free meals and snacks to low-income children during long school vacations when they do not have access to school lunch or breakfast. It supports programs for children in low-income areas when school is not in session. The U.S. Department of Agriculture (USDA) reimburses organizations that provide a food service that complements a recreation or learning program planned for children.
Uses of Funds	The program provides reimbursement for meals and snacks served during summer youth programs in low-income areas.
Who Can Apply	Schools, camps, government agencies, and private nonprofit organizations are eligible to participate as sponsors.
Application Process	Organizations should contact the state agency that runs the SFSP– usually the State Education Agency. You can find a complete list of state agencies and contacts on the SFSP Web site, http://www.fns.usda.gov/cnd/summer/contacts.html .
Flow of Funds	USDA provides payments to states to reimburse sponsors for providing summer food service meals. Program funds are earned by the states and institutions on a per meal reimbursement basis with rates adjusted annually on January 1, to reflect changes in the “Food Away from Home” series of the Consumer Price Index for All Urban Consumers.
Funding History	FY 08: \$312,637,000; FY 09: \$356,332,519; FY 10: est. \$376,521,000.
Matching Requirements	The participating organizations pay the difference between actual meal costs and the reimbursement.
Federal Contact Information	CFDA# 10.559; Child Nutrition Division, (703) 305-2590
Potential Partners	Local education agencies; parks and recreation departments; local government entities; community-based; and other youth serving organizations.

After-school & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					✓ Promoting access to healthy & nutritious food			

Teacher Incentive Fund

Funding Agency	Department of Education
Federal Office	Office of Elementary and Secondary Education
Authorization	Departments of Labor, Health and Human Services, and Education, and Related Agencies, Appropriations Act, 2006, Title V, Part D
Funding Type	Discretionary/Project Grant
Purpose	This program supports efforts to develop and implement performance-based teacher and principal compensation systems in high-need schools.
Uses of Funds	Project goals of developing a performance-based teacher and principal compensation system are to improve student achievement by improving teacher and principal effectiveness, reforming compensation systems so that teachers and principals are rewarded for increases in student achievement, increasing the number of effective teachers teaching poor, minority and disadvantaged students and creating sustainable performance-based compensation systems.
Who Can Apply	Local Education Agencies (LEAs), Nonprofit Organizations, Other Organizations and/or Agencies, State Education Agencies (SEAs)
Application Process	Applicants must prepare and submit applications in accordance with the notice published in the Federal Register. By the due date, eligible applicants must submit to the U.S. Department of Education, Application Control Center, a complete application that addresses the purposes of the program, the selection criteria, the competitive priority (if applicable) included in the application notice, and includes all required assurances and signatures.
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 09: \$200,000,000; FY 10: est. \$0.
Matching Requirements	Each applicant must demonstrate a significant investment in, and ensure the sustainability of, its project by committing to pay for an increasing share of the project, for each year of the grant, with state, local, or other non- Federal funds. The applicant will annually increase its share of the project.
Federal Contact Information	U.S. Department of Education, Academic Improvement and Teacher Quality Programs, (202) 205-5224
Potential Partners	Local education agencies, state education agencies, nonprofits/community based organizations.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	✓ Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	✓ Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Teacher Quality Partnership Grants

Funding Agency	Department of Education
Federal Office	Office of Innovation and Improvement
Authorization	Higher Education Act of 1965, Title II, Public Law 105-244.
Funding Type	Discretionary/Project Grant
Purpose	Grants are intended to improve the quality of the current and future teaching force by improving the preparation of prospective teachers and enhancing professional development activities. These grants also hope to 1. hold institutions of higher education accountable for preparing teachers who have the necessary teaching skills and are highly competent in the academic content areas in which the teachers plan to teach, such as mathematics, science, English, foreign language, history, economics, art, civics, Government, and geography, including training in the effective uses of technology in the classroom; 2. recruit highly qualified individuals, including individuals from other occupations, into the teaching force; 3. reform teacher preparation programs, certification and licensure requirements; and 4. provide alternatives to traditional preparation and recruitment for teaching and to state certification.
Uses of Funds	Awards may be used to reform teacher preparation programs, certification and licensure requirements; provide alternatives to traditional preparation for teaching and to state certification; develop and implement effective mechanisms for recruitment, pay, and removal of teachers; address the problem of social promotion; and to recruit teachers.
Who Can Apply	Eligible states and partnerships consist of high-need local education agencies; this refers to an agency that serves an elementary school or secondary school located in an area containing: 1. A high percentage of individuals or families with incomes below the poverty line, 2. a high percentage of secondary teachers not teaching in the content area that they were trained to teach, or 3. a high teacher turnover rate.
Application Process	An application package is available from the Office of Higher Education Programs.
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 09: \$50,000,000; FY 10: est. \$43,000,000.
Matching Requirements	State applicants are required to match 50 percent of the grant. Partnership applicants are required to match at 25 percent the first year of the grants, 35 percent in the second year of grant, and 50 percent in the third through fifth years of the grant.
Federal Contact Information	CFDA #84.336; Office of Innovation and Improvement, (202) 708-8596
Potential Partners	Institutions of higher education; schools; department or program of education within partner institutions; schools of arts and sciences within partner institutions; high-need local education agencies, high-need schools.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	✓ Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Team Nutrition Grants (Team Nutrition Training Grants)

Funding Agency	Department of Agriculture
Federal Office	Food and Nutrition Service
Authorization	National School Lunch Act, Section 6(a)(3) Agriculture, Rural Development, Food and Drug Administration, and Related Agencies Appropriations Act of 1996; Agriculture, Rural Development, Food and Drug Administration, and Related Agencies Appropriations Act of 1997, Public Law 104-280; Agriculture, Rural Development, Food and Drug Administration, and Related Agencies Appropriations Act of 1998, Public Law 105-86; Agriculture, Rural Development, Food and Drug Administration, and Related Agencies Appropriations Act of 1999, Public Law 105-277; Agriculture, Rural Development, Food and Drug Administration, and Related Agencies Appropriations Act of 2000, Public Law 106-78; Agriculture, Rural Development, Food and Drug Administration, and Related Agencies Appropriations Act of 2001, Public Law 106-387. Agriculture, Rural Development, Food and Drug Administration, and Related Agencies Appropriations Act of 2002, Public Law 107-229 for 2003.
Funding Type	Discretionary/Project Grant
Purpose	Team Nutrition Training Grants for Healthy School Meals have been identified in USDA's national Strategic Plan for Training and Technical Assistance as one of the anchor delivery systems for supporting the implementation of USDA's nutrition requirements and the Dietary Guideline for Americans in school meals. Team Nutrition's (TN) goal is to improve children's lifelong eating and physical activity habits by using the principles of the Dietary Guidelines for Americans and the Food Guide System. TN Training Grants offer funding to state agencies to establish or enhance sustainable infrastructures for implementing TN using three behavior-focused strategies: 1. provide training and technical assistance to child nutrition food service professionals to enable them to prepare and serve nutritious meals that appeal to students; 2. promote nutrition curriculum and education in schools through multiple communication channels (i.e., food services initiatives, classroom activities, school wide events, home activities, community programs and events, and media events and coverage) to reinforce positive nutrition messages and encourage students to make healthy food physical activity choices as part of a healthy lifestyle; 3. build school and community support for creating healthy school environments that are conducive to healthy eating and physical activity.
Uses of Funds	Team Nutrition Training Grants provide funding to assist state agencies in achieving the TN goal of improving children's lifelong eating and physical activity habits using the most current Dietary Guidelines for Americans. States may award sub-grants to local school districts following the established oversight procedure as well as the Guidance for Interpreting Cost Principles of Sub-Grants.
Who Can Apply	State agencies that administer the National School Lunch Program and/or Child and Adult Care Food Program may apply for a TN Training Grant. States may apply individually, or apply as a coalition within their state if there is an alternate state agency, or may establish a network and apply as a coalition of two or more different states.
Application Process	Applicants must submit a complete application to the Food and Nutrition Service by the deadline specified.
Flow of Funds	All applications that meet the published deadline for submission will be screened for completeness and conformity to the requirements as announced in the RFA package. Grants are awarded by a competitive process via a technical review panel composed of Food and Nutrition Service staff which convenes to determine the technical merit of each grant application, provide a numerical score and make recommendations to selecting officials.
Funding History	FY 09: \$5,846,941; FY 10: est. \$5,700,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 10.574; Food and Nutrition Service, (703) 305-2848
Potential Partners	School decision makers and caregivers; school food service staff; and children, parents and teachers/educators.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	✓ Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					✓ Promoting access to healthy & nutritious food			

Temporary Assistance for Needy Families (TANF)

Funding Agency	Department of Health and Human Services
Federal Office	Administration for Children and Families
Authorization	Social Security Act, Title IV, Part A, as amended; Personal Responsibility and Work Opportunity Reconciliation Act of 1996, P.L. 104-193; Balanced Budget Act of 1997, P.L. 105-33; Deficit Reduction Act of 2005, P.L. 109-171.
Funding Type	Formula/Block Grant
Purpose	This program provides assistance to needy families with children so that children can be cared for in their own homes; reduces dependency by promoting job preparation, work, and marriage; reduces and prevents out-of-wedlock pregnancies; and encourages the formation and maintenance of two-parent families. This program replaced the Aid to Families with Dependent Children (AFDC) program.
Uses of Funds	The program provides financial assistance and supportive services to needy families. States decide what categories of needy families to help, as well as penalties and rewards, asset limits, and benefit levels. States use funds not allocated for cash assistance to fund a variety of job preparation activities and work supports, including school-age care, education and job training, transportation, housing and wage supplements. States and territories may also transfer a limited portion of their assistance grant funds to the Child Care and Development Fund (CCDF) and Social Services Block Grant (SSBG) programs. Not more than 15 percent of any grant may be spent on administrative costs, exclusive of certain computerization and information technology expenses.
Who Can Apply	In general, all states, territories, the District of Columbia, and all federally-recognized tribes in the lower 48 states and 13 specified entities in Alaska are eligible.
Application Process	Each state should develop a plan, including the certifications signed by the Executive Officer (Governor), and submit it to the Secretary of HHS. Tribes should contact the ACF Regional Administrators for tribal plan submittal procedures.
Flow of Funds	Funds flow quarterly to designated state agencies.
Funding History	FY 08: \$16,488,667,000; FY 09: \$16,484,125,000; FY 10: est. \$16,488,667,000.
Matching Requirements	The TANF block grant program has an annual cost-sharing requirement known as maintenance-of-effort (MOE). Each fiscal year, each state receiving federal TANF funds must spend an applicable percentage of its own money to help eligible families in ways that are consistent with the purposes of the TANF program. The applicable percentage depends on whether the state meets the minimum work participation rate requirements for that fiscal year.
Federal Contact Information	CFDA# 93.558; Administration for Children and Families, (202) 401-5150
Potential Partners	Social service agencies; job training and other community-based organizations.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	✓ Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	✓ Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Title I Grants to Local Education Agencies

Funding Agency	Department of Education
Federal Office	Office of Elementary and Secondary Education
Authorization	Elementary and Secondary Education Act (ESEA) of 1965, Title I, Part A, 20 U.S.C. 6301 et seq. 34 CFR 200.
Funding Type	Formula/Block Grant
Purpose	Title I, Part A grants help local education agencies (LEAs) and schools improve the teaching and learning of children who are failing, or who are most at risk of failing state academic standards. Grants are targeted to LEAs and schools with high concentrations of children from low-income families.
Uses of Funds	Participating schools that have at least a 40 percent poverty rate may choose to operate a schoolwide program that allows Title I funds to be combined with other federal, state and local funds to upgrade the school's overall instructional program. All other participating schools must operate targeted assistance programs and select children deemed most needy for Title I services. LEAs and schools have flexibility in designing their Title I programs to meet the academic needs of their at-risk students and deciding what activities to support with their Title I resources. For example, LEAs and schools may use their Title I funds, to pay for direct instruction, purchase instructional materials and equipment, and provide instructional support services. The assistance provided through Title I must supplement, not replace the regular education program normally provided from state and local resources.
Who Can Apply	State education agencies (SEAs). Local education agencies are subgrantees.
Application Process	SEAs apply for funds as part of Title I, Part A (state plans), submitted either to the Department of Education in accordance with Section 1111 of the ESEA or as part of a consolidated state plan submitted under Section 14302 of the ESEA. Participating LEAs must then file an approved plan with their SEAs.
Flow of Funds	Funds flow through SEAs to LEAs through a formula that is based primarily on Census poverty data and is adjusted for the cost of education in each state (as measured by the state's per-pupil expenditure).
Funding History	FY 09: \$492,401,000; FY 10: est. \$492,401,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 84.010; Office of Elementary and Secondary Education, (202) 260-0826
Potential Partners	Charter schools; Local Educational Agencies.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
✓ Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	✓ Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
✓ Positive youth development opportunities	✓ Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
✓ Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		✓ School reform	Parent engagement		Immunizations	Training & technical assistance	✓ School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Title I Supplemental Services

Funding Agency	Department of Education
Federal Office	Office of Elementary and Secondary Education
Authorization	Elementary and Secondary Education Act of 1965, Title I, Part A, 20 U.S.C. 6301 et seq. 34 CFR 200
Funding Type	Formula/Block Grant
Purpose	Title I funds can be used to provide supplemental educational services in core academic subjects. Funding may be used for tutoring, afterschool services, and summer school programs for children in schools designated as failing by the state educational agency.
Uses of Funds	Supplemental Services are extra help provided to students in core academic subjects. Funding may be used for tutoring, afterschool services, and summer school programs for children in schools designated as failing by the state educational agency.
Who Can Apply	Children in schools classified as in need of improvement are eligible to receive supplemental services. The school district is required to tell parents if the school their child attends is in need of improvement.
Application Process	School districts notify parents if their child is eligible for supplemental services. Parents then select a program approved by the state to deliver supplemental educational services. Programs must be registered with their state Department of Education as a Supplemental Education Service Provider to receive funds for providing supplemental services.
Flow of Funds	Funds flow from the federal government to the State Education Agency to LEAs. LEAs pay providers directly for supplemental services.
Funding History	LEAs must spend an amount equal to 20 percent of their Title I allocation on a combination of SES and transportation for students opting to transfer to other public schools not in need of improvement. How a district divides its funds depends on the relative demand for each of these services. For each student receiving SES, districts spend either their per-child Title I allocation or the actual cost of the services—whichever is less. The maximum per-child expenditure for SES varies widely across the nation, ranging from roughly \$600 to \$3,500.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# and contact information, not available.
Potential Partners	Charter schools; Local Educational Agencies.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
✓ Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	✓ Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
✓ Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
✓ Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		✓ Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Transition to Teaching Program

Funding Agency	Department of Education
Federal Office	Office of Innovation and Improvement
Authorization	Elementary and Secondary Education Act of 1965, as amended, Title II, Chapter B; U.S.C. 6681-6684
Funding Type	Discretionary/Project Grant
Purpose	This program is designed to recruit and retain highly qualified midcareer professionals (including highly qualified paraprofessional), and recent graduates of an institution of higher education, as teachers in high-need schools operated by high-need districts (LEAs), including recruiting teachers through alternative routes to teacher certification; and to encourage the development and expansion of alternative routes to certification under state-approved programs.
Uses of Funds	Grants are used to develop a program to recruit, select, prepare, place, and support participants to become licensed and successful teachers in high-need schools in high-need LEAs to help reduce the teacher shortage in high-need subjects.
Who Can Apply	Institutions of higher education, in partnership with a high-need LEA; high-need local education agencies (LEAs), including charter schools that meet the definition of a high-need school and that the state considers to be an LEA; for-profit or nonprofit organizations with a proven record of recruiting and retaining teachers in partnership with a high-need LEA or SEA; and State education agencies (SEAs)
Application Process	Applicants must submit applications electronically using http://www.grants.gov . For more information, visit http://www.ed.gov/programs/transitionteach/applicant.html .
Flow of Funds	Funds flow directly to grantees.
Funding History	FY 08: \$43,706,865; FY 09: \$43,707,000; FY 10: est. \$43,707,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 84.350; Teacher Quality Programs, (202) 260- 0223
Potential Partners	Charter schools; LEA; IHE; SEA; and nonprofit organizations.

Afterschool & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	✓ Access to training & education	Family, Friend & Neighbor Care	Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	✓ Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	✓ Training & technical assistance	School Readiness Initiatives	Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Volunteers in Service to America (AmeriCorps* VISTA)

Funding Agency	Corporation for National and Community Service
Federal Office	none
Authorization	Domestic Volunteer Service Act of 1973, as amended, Title I, Part A, P.L. 93-113, 42 U.S.C. 4951 et seq.
Funding Type	Discretionary/Project Grant
Purpose	AmeriCorps VISTA (Volunteers in Service to America) provides full-time volunteers to nonprofits, community-based organizations, and public agencies to create and expand programs that bring low-income individuals and communities out of poverty
Uses of Funds	VISTA fulfills its purpose of supporting anti-poverty programs through three primary objectives: 1. To generate the commitment of private sector resources; 2. To encourage volunteer service at the local level; 3. To strengthen local organizations that are working to combat poverty. The VISTA program places VISTAs at sponsoring organizations, which absorb most of the costs related to project supervision and logistical support. VISTA provides a small living allowance and certain benefits for members. Investment by the sponsoring organization and the community is fundamental to the VISTA program, as the VISTA resource is intended to be short-term.
Who Can Apply	Sponsors applying for VISTA members must be federal, state or local government agencies or private, nonprofit organizations. The project proposing to use the VISTA members must be designed to assist in the solution of poverty-related problems.
Application Process	Contact the appropriate Corporation for National Service state office to submit an application form. The Governor or other chief executive officer of the state has the right to disapprove programs within 45 days of their submission. A list of state office contact persons is available at: http://www.nationalservice.org/about/family/state_offices.html .
Flow of Funds	Federal funds flow to Corporation for National and Community Service state offices, which provide local public or private nonprofit entities with VISTA members.
Funding History	FY 08: \$93,800,000; FY 09: \$95,956,700; FY 09 stimulus funding: \$65,000,000; FY 10: est. \$97,932,000.
Matching Requirements	There are no matching requirements.
Federal Contact Information	CFDA# 94.013; Corporation for National and Community Service (202) 606-5000
Potential Partners	Charter schools; Nonprofit organizations.

After-school & Out-of-School Time Programming	Curriculum & Standards	Educational Intervention & Improvement Programs	Family Support	Literacy & Tutoring Programs	Pediatric Health	Professional Development & Workforce	Quality Early Care & Education	Systems Building & Organizational Capacity
Academic programs & activities	Alignment strategies	Absenteeism prevention strategies	Family Health Services	Academic support & tutoring for students	Developmental screening & follow-up services	Access to training & education	Family, Friend & Neighbor Care	✓ Community engagement & public awareness
Positive youth development opportunities	Curriculum development	Academic support for special populations	Family stability services	Family literacy initiatives	Establishing school-based nurses & health clinics	Career ladder	Home & Center-Based Care	Data collection & evaluation to promote results-driven practices
Recreational program & activities		Digital learning	Home visitations	Increase availability of books & reading materials	Health insurance enrollment	Compensation, benefits & working conditions	Pre-kindergarten	✓ Planning, coordination, & collaboration among policy-makers & other key stakeholders
		School reform	Parent engagement		Immunizations	Training & technical assistance	School Readiness Initiatives	✓ Service learning & use of volunteers
		Summer learning loss	Parent resource centers		Prenatal care			
					Promoting access to healthy & nutritious food			

Appendices

Appendix A: FEDERAL FUNDING PROGRAMS ALIGNED WITH GOAL AREAS AND PURPOSES

Funding Guide: Grade-Level Reading Proficiency

	Afterschool & Out-of-School Time		Programming	Curriculum & Standards		Educational Intervention & Improvement Programs				Family Support				Literacy & Tutoring Programs				Pediatric Health				Professional Development & Workforce				Quality Early Care & Education				Systems Building & Organizational Capacity							
	Academic programs and activities	Positive youth development opportunities	Recreational program and activities	Alignment strategies	Curriculum development	Absenteeism prevention strategies	Academic support for special populations	Digital learning	School reform	Summer learning loss	Family Health Services	Family stability services	Home visitations	Parent engagement	Parent resource centers	Academic support and tutoring for students	Family literacy initiatives	Increase availability of books and reading materials	Developmental screening and follow-up services	Establishing school-based nurses and health clinics	Health insurance enrollment	Immunizations	Prenatalcare	Promoting access to healthy and nutritious food	Access to training and education	Career ladder	Compensation, benefits and working conditions	Training and technical assistance	Family, Friend and Neighbor Care	Home and Center-Based Care	Pre-kindergarten	School Readiness Initiatives	Community engagement and publicawareness	Data collection and evaluation to promote results-driven practices	Planning, coordination, and collaboration among policymakers and other stakeholders	Service learning and use of volunteers	
21st Century Community Learning Centers (21st CCLC)	■					■										■																					
Adult Education: State Grant Program											■						■																				
Advanced Certification or Advanced Credentialing																									■			■									
Affordable Care Act (ACA) Grants for School-Based Health Center Capital Expenditures																				■														■			
Affordable Care Act (ACA) Maternal, Infant, and Early Childhood Home Visiting Program											■	■	■																						■		
Alaska Native Educational Programs					■	■	■										■												■			■					
AmeriCorps	■	■	■							■																								■			■
Arts in Education				■	■																					■										■	
Child and Adult Care Food Program (CACFP)																									■					■	■						
Child Care Access Means Parents in Schools Program			■									■																			■						
Child Care and Development Block Grant	■	■	■									■				■														■	■					■	
Child Welfare Services: State Grants (Title IV-B)											■	■																									
Childhood Lead Poisoning Prevention Projects: State and Local Childhood Lead Poisoning Prevention and Surveillance of Blood Lead Levels in Children																				■													■				
Children, Youth, and Families at Risk Initiative (CYFAR)	■	■	■					■		■		■			■	■										■			■						■		■
Children's Health Insurance Program																						■															
Community Development Block Grant (CDBG): Entitlement Grants	■	■	■									■																									■
Community Development Block Grant (CDBG): States' Program	■	■	■									■																									■
Community Health Centers (Part of Consolidated Health Centers: Community Health Centers, Migrant Health Centers, Health Care for the Homeless, Public Housing Primary Care, and School Based Health Centers)											■									■	■		■	■	■										■		
Community Mental Health Services (CMHS) Block Grant											■									■																	
Community Programs to Improve Minority Health Grant Program											■									■													■			■	
Community Services Block Grant (CSBG)											■	■								■					■	■						■				■	
Community Services Block Grant Discretionary Awards			■									■																									
Community-Based Family Resource and Support Grants											■	■																									
Comprehensive Centers																										■		■								■	

Funding Guide: Grade-Level Reading Proficiency

	Afterschool & Out-of-School Time Programming		Curriculum & Standards	Educational Intervention & Improvement Programs				Family Support				Literacy & Tutoring Programs		Pediatric Health				Professional Development & Workforce		Quality Early Care & Education				Systems Building & Organizational Capacity													
	Academic programs and activities	Positive youth development opportunities	Recreational program and activities	Alignment strategies	Curriculum development	Absenteeism prevention strategies	Academic support for special populations	Digital learning	School reform	Summer learning loss	Family Health Services	Family stability services	Home visitations	Parent engagement	Parent resource centers	Academic support and tutoring for students	Family literacy initiatives	Increase availability of books and reading materials	Developmental screening and follow-up services	Establishing school-based nurses and health clinics	Health insurance enrollment	Immunizations	Prenatalcare	Promoting access to healthy and nutritious food	Access to training and education	Career ladder	Compensation, benefits and working conditions	Training and technical assistance	Family, Friend and Neighbor Care	Home and Center-Based Care	Pre-kindergarten	School Readiness Initiatives	Community engagement and publicawareness	Data collection and evaluation to promote results-driven practices	Planning, coordination, and collaboration among policymakers and other keystakeholders	Service learning and use of volunteers	
Comprehensive Community Mental Health Services for Children with Serious Emotional Disturbances (SED)											■		■														■	■									
Comprehensive School Reform Demonstration (CSRD)									■																												
Consolidated Health Centers (Community Health Centers, Migrant Health Centers, Health Care for the Homeless, Public Housing Primary Care, and School Based Health Centers)											■								■	■		■	■	■											■		
Cooperative Agreements to States/ Territories for the Coordination and Development of Primary Care Offices																			■	■		■	■												■		
Cooperative Extension Service												■																■			■						
Cooperative Extension Service: 4-H Youth Development Program	■	■	■																																		
Coordinated Services and Access to Research for Women, Infants, Children, and Youth (Ryan White CARE Act Title IV Program)																			■														■		■		
Corporation for National and Community Service: Training and Technical Assistance																									■		■										
Demolition and Revitalization of Severely Distressed Public Housing (HOPE VI)												■																									
Drug-Free Communities Support Program																																				■	
Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) (Medical Assistance Program/Medicaid; Title XIX)											■								■		■	■	■														
Education and Human Resources	■																											■							■		
Education for Homeless Children and Youth	■								■							■												■									
Education Technology State Grants		■			■			■																				■									
English Language Acquisition Grants					■		■																			■		■									
Even Start: Formula Grants to States							■						■	■			■											■							■	■	
Even Start: Indian Tribes and Tribal Organizations				■			■										■											■								■	■
Even Start: Migrant Education					■		■							■			■											■								■	■
Food Stamps: Supplemental Nutrition Assistance Program (SNAP)																								■													
Foster Grandparent Program																																					
Full-Service Community Schools (FSCS)						■		■			■	■			■	■		■						■	■						■					■	■
Fund for the Improvement of Education (FIE)	■			■	■			■								■										■							■	■	■	■	
Grants for Arts Projects: Learning in the Arts for Children and Youth														■			■														■	■					
Head Start							■				■	■			■										■						■						
Healthy Start Initiative																			■			■												■		■	

Funding Guide: Grade-Level Reading Proficiency

	Afterschool & Out-of-School Time Programming			Curriculum & Standards	Educational Intervention & Improvement Programs				Family Support				Literacy & Tutoring Programs				Pediatric Health				Professional Development & Workforce				Quality Early Care & Education				Systems Building & Organizational Capacity								
	Academic programs and activities	Positive youth development opportunities	Recreational program and activities	Alignment strategies	Curriculum development	Absenteeism prevention strategies	Academic support for special populations	Digital learning	School reform	Summer learning loss	Family Health Services	Family stability services	Home visitations	Parent engagement	Parent resource centers	Academic support and tutoring for students	Family literacy initiatives	Increase availability of books and reading materials	Developmental screening and follow-up services	Establishing school-based nurses and health clinics	Health insurance enrollment	Immunizations	Prenatalcare	Promoting access to healthy and nutritious food	Access to training and education	Career ladder	Compensation, benefits and working conditions	Training and technical assistance	Family, Friend and Neighbor Care	Home and Center-Based Care	Pre-kindergarten	School Readiness Initiatives	Community engagement and publicawareness	Data collection and evaluation to promote results-driven practices	Planning, coordination, and collaboration among policymakers and other keystakeholders	Service learning and use of volunteers	
Healthy Tomorrows Partnership for Children Program															■				■				■														
Immunization Grants																					■														■		
Improving Literacy Through School Libraries																		■																			
Improving Teacher Quality State Grants									■																■		■										
Indian Child and Family Education							■					■					■														■						
Indian Child Welfare Act Title II Grants	■		■				■																						■								
Indian Education: Professional Development Grant Program							■																		■			■									
Indian Education: Grants to Local Educational Agencies							■																													■	
Indian Education: Demonstration Grants for Indian Children					■		■									■		■														■	■		■		
Indian School Equalization Program	■	■	■		■		■									■																■	■				
Inexpensive Book Distribution Program (Reading Is Fundamental)	■																■	■																			
Investing in Innovation Fund (i3)	■			■		■																						■							■		
Learn and Serve America: School and Community-Based Programs	■	■	■				■			■																		■									■
Maternal and Child Health Services Block Grant																			■				■												■		
Migrant Education: State Grant Program				■	■		■									■																					
National Farmworker Jobs Program							■																					■				■					
National School Lunch Program																									■												
National School Lunch Program: Afterschool Snacks																									■												
Parental Information and Resource Centers															■		■											■					■			■	
Promise Neighborhoods	■	■		■	■		■		■		■	■	■			■								■	■			■					■	■	■	■	
Promoting Safe and Stable Families												■																									
Public Charter Schools Program				■	■																													■		■	
Race to the Top Fund									■																												
Ready to Learn Television					■			■									■																				
Ready to Teach					■			■								■																					
Reduction and Prevention of Children's Exposure to Violence (Safe Start)																																	■		■		
Retired and Senior Volunteer Program (RSVP)																																					■
Safe and Drug-Free Schools and Communities Act: National Programs	■	■	■													■																					
Safe and Drug-Free Schools and Communities Act: State Grants					■											■												■									
School Breakfast Program																								■													
School Improvement Grants									■																												
School Leadership Program																									■	■		■									

Funding Guide: Grade-Level Reading Proficiency

	Afterschool & Out-of-School Time Programming		Curriculum & Standards	Educational Intervention & Improvement Programs				Family Support				Literacy & Tutoring Programs			Pediatric Health				Professional Development & Workforce			Quality Early Care & Education				Systems Building & Organizational Capacity													
	Academic programs and activities	Positive youth development opportunities		Recreational program and activities	Alignment strategies	Curriculum development	Absenteeism prevention strategies	Academic support for special populations	Digital learning	School reform	Summer learning loss	Family Health Services	Family stability services	Home visitations	Parent engagement	Parent resource centers	Academic support and tutoring for students	Family literacy initiatives	Increase availability of books and reading materials	Developmental screening and follow-up services	Establishing school-based nurses and health clinics	Health insurance enrollment	Immunizations	Prenatalcare	Promoting access to healthy and nutritious food	Access to training and education	Career ladder	Compensation, benefits and working conditions	Training and technical assistance	Family, Friend and Neighbor Care	Home and Center-Based Care	Pre-Kindergarten	School Readiness Initiatives	Community engagement and public awareness	Data collection and evaluation to promote results-driven practices	Planning, coordination, and collaboration among policymakers and other keystakeholders	Service learning and use of volunteers		
Small, Rural School Achievement Program							■		■																														
Social Services Block Grant (SSBG)												■																								■			
Social Services Research and Demonstration Grants												■	■																		■	■					■		
Special Education: Early Intervention Programs for Infants and Toddlers with Disabilities (IDEA Part C)							■									■																	■				■		
Special Education: Grants to States (IDEA Part B)					■		■										■												■			■							
Special Education: Parent Information Centers (IDEA Part D)							■								■															■									
Special Education: Preschool Grants (IDEA Part B Section 619)							■																									■	■					■	
Special Education: State Personnel Development (IDEA Part D)							■																							■								■	
Special Education: Technology and Media Services (IDEA Part D)							■	■																															
Special Education: Personnel Development to Improve Services and Results for Children with Disabilities (IDEA Part D)							■																			■			■										
Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)																							■	■															
Striving Readers Comprehensive Literacy Program	■			■	■	■	■							■	■	■	■	■								■			■				■	■					
Substance Abuse and Mental Health Services Projects of Regional and National Significance (PRNS)											■																												
Summer Food Service Program for Children																									■														
Teacher Incentive Fund																											■									■			
Teacher Quality Partnership Grants																										■			■										
Team Nutrition Grants (Team Nutrition Training Grants)																									■				■					■					
Temporary Assistance for Needy Families (TANF)												■																				■							
Title I Grants to Local Educational Agencies	■	■	■		■				■							■																		■					
Title I Supplemental Services	■	■	■							■						■																							
Transition to Teaching Program																										■	■		■									■	
Volunteers in Service to America (AmeriCorps* VISTA)																																		■			■	■	■

Appendix B:

FUNDING PROGRAMS BY FEDERAL AGENCY

Corporation for National and Community Service

- AmeriCorps
- Corporation for National and Community Service: Training and Technical Assistance
- Foster Grandparent Program
- Learn and Serve America: School and Community-Based Programs
- Retired and Senior Volunteer Program (RSVP)
- Volunteers in Service to America (AmeriCorps*VISTA)

Department of Agriculture

- Child and Adult Care Food Program (CACFP)
- Children, Youth, and Families at Risk Initiative (CYFAR)
- Cooperative Extension Service
- Cooperative Extension Service: 4-H Youth Development Program
- Food Stamps—Supplemental Nutrition Assistance Program (SNAP)
- National School Lunch Program
- National School Lunch Program: Afterschool Snacks
- School Breakfast Program
- Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)

- Summer Food Service Program for Children
- Team Nutrition Grants (Team Nutrition Training Grants)

Department of Education

- 21st Century Community Learning Centers (21st CCLC)
- Adult Education: State Grant Program
- Advanced Certification or Advanced Credentialing
- Arts in Education
- Child Care Access Means Parents in Schools Program
- Comprehensive Centers
- Comprehensive School Reform Demonstration (CSRD)
- Education for Homeless Children and Youth
- Education Technology State Grants
- English Language Acquisition State Grants
- Even Start: Formula Grants to States
- Even Start: Indian Tribes and Tribal Organizations
- Even Start: Migrant Education
- Full-Service Community Schools Program
- Fund for the Improvement of Education (FIE)
- Improving Literacy Through School Libraries

- Improving Teacher Quality State Grants
- Indian Education: Demonstration Grants for Indian Children
- Indian Education: Grants to Local Education Agencies
- Indian Education: Professional Development Grants
- Investing in Innovation Fund (i3)
- Inexpensive Book Distribution Program (Reading Is Fundamental)
- Migrant Education: State Grant Program
- Parental Information and Resource Centers
- Promise Neighborhoods
- Public Charter Schools Program
- Race to the Top
- Ready to Learn Television
- Ready to Teach
- Safe and Drug-Free Schools and Communities Act: National Programs
- Safe and Drug-Free Schools and Communities Act: State Grants
- School Improvement Grants
- School Leadership Program
- Small, Rural School Achievement Program
- Special Education: Early Intervention Programs for Infants and Toddlers with Disabilities
- Special Education: Grants to States
- Special Education: Parent Information Centers

- Special Education: Preschool Grants
- Special Education: Personnel Development to Improve Services and Results for Children with Disabilities
- Special Education: State Personnel Development
- Special Education: National Activities: Technology and Media Services
- Striving Readers Comprehensive Literacy Program
- Teacher Incentive Fund
- Teacher Quality Partnership Grant Program
- Title I Grants to Local Education Agencies
- Title I Supplemental Services
- Transition to Teaching Program

Department of Health and Human Services

- Affordable Care Act (ACA) Grants for School-Based Health Center Capital Expenditures
- Affordable Care Act (ACA) Maternal, Infant, and Early Childhood Home Visiting Program
- Alaska Native Educational Programs
- Child Care and Development Block Grant
- Child Welfare Services: State Grants (Title IV-B)
- Childhood Lead Poisoning Prevention Projects: State and Local Childhood Lead Poisoning Prevention and Surveillance of Blood Lead Levels in Children
- Children's Health Insurance Program
- Community Health Centers (Part of Consolidated Health Centers: Community Health Centers, Migrant Health Centers, Health Care for the Homeless, Public Housing Primary Care, and School Based Health Centers)
- Community Mental Health Services (CMHS) Block Grant

- Community Programs to Improve Minority Health Grant Program
- Community Services Block Grant (CSBG)
- Community Services Block Grant Discretionary Awards
- Community-Based Family Resource and Support Grants
- Comprehensive Community Mental Health Services for Children with Serious Emotional Disturbances (SED)
- Consolidated Health Centers (Community Health Centers, Migrant Health Centers, Health Care for the Homeless, Public Housing Primary Care, and School Based Health Centers)
- Cooperative Agreements to States/Territories for the Coordination and Development of Primary Care Offices
- Coordinated Services and Access to Research for Women, Infants, Children, and Youth (Ryan White CARE Act Title IV Program)
- Early and Periodic Screening, Diagnostic, and Treatment (EPSDT): Medical Assistance Program
- Head Start
- Healthy Start Initiative
- Healthy Tomorrows Partnership for Children Program
- Immunization Grants
- Maternal and Child Health Services Block Grant
- Promoting Safe and Stable Families
- Social Services Block Grant (SSBG)
- Social Services Research and Demonstration Grants
- Substance Abuse and Mental Health Services Projects of Regional and National Significance (PRNS)
- Temporary Assistance for Needy Families (TANF)

Department of Housing and Urban Development

- Community Development Block Grant (CDBG): Entitlement Grants
- Community Development Block Grant (CDBG): States' Program
- Demolition and Revitalization of Severely Distressed Public Housing (HOPE VI)

Department of Justice

- Drug-Free Communities Support Program
- Reduction and Prevention of Children's Exposure to Violence (Safe Start)

Department of Labor

- National Farmworker Jobs Program

Department of the Interior

- Indian Child and Family Education
- Indian Child Welfare Act Title II Grants
- Indian School Equalization Program

National Endowment for the Arts

- Grants for Arts Projects: Learning in the Arts for Children and Youth

National Science Foundation

- Education and Human Resources

Appendix C:

FUNDING PROGRAMS LISTED BY FUNDING TYPE

Contract

- Inexpensive Book Distribution Program (Reading Is Fundamental)

Cooperative Agreement

- Cooperative Agreements to States/Territories for the Coordination and Development of Primary Care Offices

Direct Payment

- Food Stamps: Supplemental Nutrition Assistance Program (SNAP)
- Indian School Equalization Program

Discretionary/Project Grant

- Adult Education: State Grant Program
- Arts in Education
- Alaska Native Educational Programs
- AmeriCorps
- Child Care Access Means Parents in Schools Program
- Childhood Lead Poisoning Prevention Projects—State and Local Childhood Lead Poisoning Prevention and Surveillance of Blood Lead Levels in Children

- Children, Youth, and Families at Risk Initiative (CYFAR)
- Community Health Centers (Part of Consolidated Health Centers: Community Health Centers, Migrant Health Centers, Health Care for the Homeless, Public Housing Primary Care, and School-Based Health Centers)
- Community Programs to Improve Minority Health Grant Program
- Community Services Block Grant Discretionary Awards
- Comprehensive Centers
- Comprehensive Community Mental Health Services for Children with Serious Emotional Disturbances (SED)
- Consolidated Health Centers (Community Health Centers, Migrant Health Centers, Health Care for the Homeless, Public Housing Primary Care, and School-Based Health Centers)
- Cooperative Extension Service: 4-H Youth Development Program
- Coordinated Services and Access to Research for Women, Infants, Children, and Youth (Ryan White CARE Act Title IV Program)
- Corporation for National and Community Service: Training and Technical Assistance

- Demolition and Revitalization of Severely Distressed Public Housing (HOPE VI)
- Drug-Free Communities Support Program
- Education and Human Resources
- Even Start: Indian Tribes and Tribal Organizations
- Even Start: Migrant Education
- Foster Grandparent Program
- Full-Service Community Schools Program
- Grants for Arts Projects: Learning in the Arts for Children and Youth
- Head Start
- Healthy Start Initiative
- Healthy Tomorrows Partnership for Children Program
- Immunization Grants
- Improving Literacy Through School Libraries
- Indian Child and Family Education
- Indian Child Welfare Act Title II Grants
- Indian Education: Professional Development Grant Program
- Indian Education: Demonstration Grants for Indian Children
- Investing in Innovation Fund (i3)
- Learn and Serve America: School and Community-Based Programs
- National Farmworker Jobs Program
- Parental Information and Resource Centers

- Promise Neighborhoods
- Public Charter Schools Program
- Race to the Top
- Ready to Learn Television
- Ready to Teach
- Reduction and Prevention of Children's Exposure to Violence (Safe Start)
- Retired and Senior Volunteer Program (RSVP)
- Safe and Drug-Free Schools and Communities Act: National Programs
- School Leadership Program
- Social Services Research and Demonstration Grants
- Special Education—National Activities: Technology and Media Services
- Special Education: Parent Information Centers
- Special Education: Personnel Development to Improve Services and Results for Children with Disabilities
- Special Education: State Program Improvement Grants for Children
- Substance Abuse and Mental Health Services Projects of Regional and National Significance (PRNS)
- Striving Readers Comprehensive Literacy Program
- Teacher Incentive Fund
- Team Nutrition Grants (Team Nutrition Training Grants)
- Transition to Teaching Program
- Volunteers in Service to America (AmeriCorps*VISTA)

Entitlement

- Child and Adult Care Food Program (CACFP)
- National School Lunch Program: Afterschool Snacks
- School Breakfast Program
- Summer Food Service Program for Children

Formula/Block Grant

- 21st Century Community Learning Centers (21st CCLC)
- Affordable Care Act (ACA) Grants for School-Based Health Center Capital Expenditures
- Affordable Care Act (ACA) Maternal, Infant, and Early Childhood Home Visiting Program
- Child Care and Development Block Grant
- Child Welfare Services: State Grants (Title IV-B)
- Children's Health Insurance Program
- Community-Based Family Resource and Support Grants
- Community Development Block Grant (CDBG): Entitlement Grants
- Community Development Block Grant (CDBG): States' Program
- Community Mental Health Services (CMHS) Block Grant
- Community Services Block Grant (CSBG)
- Comprehensive School Reform Demonstration (CSRSD)
- Cooperative Extension Service
- Education for Homeless Children and Youth
- Education Technology State Grants
- Early and Periodic Screening, Diagnostic and Treatment (EPSDT): Medical Assistance Program
- English Language Acquisition State Grants
- Even Start: Formula Grants to States
- Fund for the Improvement of Education (FIE)
- Improving Teacher Quality State Grants
- Indian Education: Grants to Local Education Agencies
- Maternal and Child Health Services Block Grant
- Migrant Education: State Grant Program
- National School Lunch Program
- Promoting Safe and Stable Families
- Safe and Drug-Free Schools and Communities Act: State Grants
- School Improvement Grants
- Small, Rural School Achievement Program
- Social Services Block Grant (SSBG)
- Special Education: Preschool Grants
- Special Education: Grants to States
- Special Education: Early Intervention Programs for Infants and Toddlers with Disabilities
- Striving Readers Comprehensive Literacy Program
- Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)
- Temporary Assistance for Needy Families (TANF)
- Title I Grants to Local Education Agencies
- Title I Supplemental Services

Appendix D:

FUNDING SOURCES THAT HAVE MATCHING REQUIREMENTS

Funding Sources That Have Matching Requirements

GLR Funding Source	Matching Required	Specific Matching Requirements
21st Century Community Learning Centers (21st CCLC)	Varies	- There are no matching requirements for state education agencies. - State education agencies may require secondary applicants to match at a minimal level.
Adult Education: State Grant Program	Yes	- Grantee must provide a non-federal contribution in an amount equal to 25 percent of the total amount of funds expended for adult education and literacy activities in the state. - Eligible outlying agencies must provide a non-federal contribution in an amount equal to 12 percent of the total amount of funds expended for adult education and literacy activities.
AmeriCorps	Yes	Sponsoring partners in most programs must provide 33 percent of the program operating costs and 15 percent of the member support costs.
Child and Adult Care Food Program (CACFP)	Yes	Participating institutions pay the difference between the actual cost and the reimbursement.
Child Care and Development Block Grant	Varies	- States must provide matching funds. - Tribes are not required to provide matching funds.
Child Welfare Services: State Grants (Title IV-B)	Yes	States and territories must supply a 25 percent match.
Children, Youth, and Families at Risk Initiative (CYFAR)	Yes	National Institute of Food and Agriculture requires a 100 percent match of the state portion (maximum of \$50,000 using state funds only).
Children's Health Insurance Program	Yes	Program has maintenance-of-effort requirements. Contact funding agency for further details.
Community Health Centers (Part of Consolidated Health Centers: Community Health Centers, Migrant Health Centers, Health Care for the Homeless, Public Housing Primary Care, and School-Based Health Centers)	Yes	Applicant must assume part of the project costs determined on a case-by-case basis.

Funding Sources That Have Matching Requirements

GLR Funding Source	Matching Required	Specific Matching Requirements
Comprehensive Community Mental Health Services for Children with Serious Emotional Disturbances (SED)	Yes	Applicant entity will make available (directly or through donations from public or private entities) non-federal contributions toward such costs in an amount not less than one dollar for each three dollars of federal funds provided in the first, second and third years of the grant; not less than one dollar for each one dollar of federal funds provided in the fourth year of the grant; and not less than two dollars for each one dollar of federal funds provided in the fifth year of the grant.
Cooperative Extension Service	Yes	Formula funds provided under the Smith-Lever Act Section 3(b) and (c) and under Section 1444 of the Food and Agriculture Act of 1977 are matched as required in Public Law 105-185.
Demolition and Revitalization of Severely Distressed Public Housing (HOPE VI)	Yes	- Overall match of 5 percent. - Community and Supportive Services (CSS) match: If applicants are requesting that more than 5 percent of the grant be used for CSS, they must provide a match for the amount that exceeds the 5 percent. (At most, 15 percent of the total grant may be used for CSS).
Drug-Free Communities Support Program	Yes	Grants require a 100 percent to 125 percent cash or in-kind match.
Education and Human Resource	Varies	Programs vary with regard to the required level of institutional contribution or cost sharing.
Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) (Medical Assistance Program/Medicaid; Title XIX)	Yes	- The federal share for medical services may range from 50 percent to 83 percent. - Federal funds are available to match state expenditures for medical care.
Even Start: Formula Grants to States	Yes	Local grantees are responsible for matching funds in the amount of 10 percent in the first year, 20 percent in the second year, 30 percent in the third year, 40 percent in the fourth year, and 50 percent in any subsequent year.
Even Start: Indian Tribes and Tribal Organizations	Yes	The federal share of the cost of a subgrant project is not more than 90 percent in the first year, 80 percent in the second year, 70 percent in the third year, 60 percent in the fourth year, and 50 percent in any subsequent year.
Even Start: Migrant Education	Yes	Grantees are responsible for a minimum of 10 percent of project costs in the first year, 20 percent in the second, 30 percent in the third, and 40 percent in the fourth and final year.
Foster Grandparent Program	Yes	- The applicant must meet at least 10 percent of the total project costs. - Federal funds may not be used for the match.
Grants for Arts Projects: Learning in the Arts for Children and Youth	Yes	All grants require a minimum one-to-one match.
Head Start	Yes	- Grantees are required to provide 20 percent of the total cost of the program, though this may be waived wholly or in part if certain conditions apply. - Matching share may be in cash or in kind.
Healthy Tomorrows Partnership for Children Program	Yes	Grantees are required to provide two-thirds of their total operating budgets with non-federal sources after the first project year.
Inexpensive Book Distribution Program (Reading Is Fundamental)	Yes	- Federal funds provide up to 75 percent of the costs of the books, with the balance obtained from private and local sources. - Migrant programs may receive up to 100 percent of their costs.
Learn and Serve America: School and Community-Based Programs	Yes	A 10 percent match of total program funds is required for the first year, 20 percent for the second year, 30 percent for the third year, and 50 percent for the fourth and any subsequent years.
Maternal and Child Health Services Block Grant	Yes	States must assure that three dollars of state or local funds will be expended for Maternal and Child Health purposes for every four dollars of federal funds.
National School Lunch Program: Afterschool Snacks	Yes	Food service providers must pay the difference between the actual cost of food and the reimbursement rate.
Parental Information and Resource Centers	Yes	After the project's first year, grantees must contribute a portion of the cost of services from non-federal sources.

Funding Sources That Have Matching Requirements

GLR Funding Source	Matching Required	Specific Matching Requirements
Promise Neighborhoods	Yes	- An applicant must demonstrate that it has established a commitment from one or more entities in the public or private sector to provide matching funds or in-kind donations for the planning process. - An applicant under Absolute Priority 1 must secure funds equal to at least 50 percent of its grant award. - An applicant proposing a project that meets the criteria for Absolute Priority 2 (Rural Communities) or Absolute Priority 3 (Tribal Communities) must obtain matching funds or in-kind donations equal to at least 25 percent of the grant award.
Promoting Safe and Stable Families	Yes	- The federal share of funding is 75 percent for expenditures on services, up to the state's funding allotment. - States must provide a 25 percent match.
Race to the Top	Yes	Each state receiving a Race to the Top grant must use at least 50 percent of its grant to provide subgrants to school districts based on their relative shares of funding under Title I for the most recent year.
Ready to Teach	Varies	- Digital educational programming grants awarded under Section 5484 of the Elementary and Secondary Education Act require a match of not less than 100 percent from non-federal sources. - Grants awarded under Section 5481 of the act, to carry out a national telecommunications-based program, have no formula or matching requirements. - Such matching funds may include funds provided for the transition to digital broadcasting as well as in-kind contributions.
Retired and Senior Volunteer Program (RSVP)	Yes	The RSVP sponsor is responsible for generating needed financial support from a variety of sources, including federal, non-federal, grants, cash, and in-kind contributions, to meet the budgeted costs of the program.
Social Services Research and Demonstration Grants	Yes	- Cost sharing of 25 percent of the total approved project cost is required for grants or cooperative agreements. - Contract recipients are not required to share in the project cost.
Special Education: Preschool Grants	Varies	Federal funding program has nonsupplanting and excess cost requirements.
Special Education: Technology and Media Services	Varies	A recipient of a grant, contract, or cooperative agreement may be required to share in the cost of a project.
Special Education: Parent Information Centers	Varies	The Secretary may require a recipient of a grant, contract, or cooperative agreement to share in the cost of a project.
Summer Food Service Program for Children	Yes	The participating organizations pay the difference between actual meal costs and the reimbursement.
Teacher Incentive Fund	Yes	- Each applicant must demonstrate a significant investment in, and ensure the sustainability of, its project by committing to pay for an increasing share of the project, for each year of the grant, with state, local, or other non-federal funds. - The applicant will annually increase its share of project costs.
Temporary Assistance for Needy Families (TANF)	Yes	- Each state must spend an applicable percentage of its own money to help eligible families in ways that are consistent with the purposes of TANF. - The applicable percentage depends on whether the state meets the minimum work participation rate requirements for that fiscal year.



The **FINANCE PROJECT**

ABOUT THE FINANCE PROJECT

The Finance Project is an independent nonprofit research, training, consulting, and technical assistance firm for public- and private-sector leaders nationwide. It specializes in helping leaders plan and implement financing and sustainability strategies for initiatives that benefit children, families, and communities. Through a broad array of tools, products, and services, The Finance Project helps leaders make smart investment decisions, develop sound financing strategies, and build solid partnerships. To learn more, visit www.financeproject.org.

The Campaign for Grade-Level Reading

3rd GRADE READING SUCCESS MATTERS

ABOUT THE CAMPAIGN FOR GRADE-LEVEL READING

The Campaign is a determined effort by philanthropic leaders across the nation to move the needle on third grade reading proficiency by: closing the gap in reading achievement that separates many low-income students from their peers; **raising the bar** for reading proficiency so that all students are assessed by world-class standards; and ensuring that all children, including and especially children from low-income families, have an **equitable opportunity to meet those higher standards**. Ambitious in terms both of student outcomes and the breadth of public and philanthropic engagement being sought, the Campaign has been inspired by an urgent challenge facing the nation. Too few Americans graduate from high school prepared for college, careers, civic and governmental leadership, and military service. A major contributor to this problem is the fact that a large number of children have not achieved reading proficiency before leaving third grade and entering fourth. Because this is the point when educators expect children to pivot from “learning to read” to “reading to learn,” failure to reach this critical milestone has continuing and significant consequences for future success in school, work, and life.



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